

JOURNAL

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STUDY OF SCIENCES AND HUMANITIES*

By H.H. SRI JAYA CHAMARAJA WADEYAR
Governor of Mysore

I should like to refer at the outset to what I consider to be two fundamental features of university education. The first is that while the greatest importance has to be attached to curricula and courses of study, much more ought to be learned by the students than is formally prescribed or actually taught; and the second, that the knowledge and culture which the university dispenses should, directly and indirectly, reach a much larger circle of people than actually come to the campus and are enrolled as members.

"A SOCIAL PROCESS"

"Education has always been a vital social process, and purveying of knowledge is only a part of it. The function of true education is to relate knowledge to life, to transmit culture from generation to generation, maintaining its continuity and its fulness, to preserve and develop the legacy of the ages, both spiritual and material, and to explore and open new horizons for human aspiration and achievement.

"The organisation of university education has to take account of all these aims and provide the proper conditions necessary for their fulfilment. It is obvious that any course of studies that may be prescribed cannot, by itself, supply all the instruction and all the discipline that the preparation for an effective, cultured life requires. A good deal has to be done through the initiative and the individual thought and effort of the student himself.

For the realisation of this ideal of self-help by university students, two or three things

are necessary. In the first place, the secondary education, which prepares the student for entrance into the university, has to be planted to suit also this purpose of widening the general capacity of the student and enabling him not only to be receptive of college instruction but also capable of educating himself on lines not provided in the selected course of studies. Too early and too narrow specialisation is bound to work against the broadening of the student mind. While specialisation and specialists are necessary and important, it is, at the same time, equally desirable that our educational system, at both the secondary and the university levels, should help to shape the future citizen with a general and comprehensive background of knowledge as well as of taste and refinement.

"Convention and practical convenience have divided studies in educational institutions into the two branches of the humanities and the sciences. But it is not good for humanity that its intellectuals should be sharply divided into two groups, in each of which the knowledge and interest in one branch is neutralised by ignorance in the other. Man's knowledge in general is now advancing so fast that there are more and more things about which many individual men have no knowledge. Consistent and organised effort is needed on the part of all intelligent men to keep up the ratio between what is known and what there is to know."

"Moreover, since civilisation is the outcome of the interaction of man and matter, we can hardly hope to increase and maintain our control over the forces of nature without a proportionate development of our own mind and spirit. Thinkers, both in the East and in the West, have laid equal stress on

* Excerpts from the Convocation Address of the Madras University delivered by H.H. Sri Jaya Chamaraja Wadeyar on 30th August 1960.

the cultivation of philosophy and mathematics, of literature and the physical sciences, for training and equipping the mind for its tasks. In this age of science and technology, the study of the humanities and the social and moral sciences demands greater attention than ever before. Knowledge has to be at once strengthened and restrained by wisdom and the citizen has to steer clear of both visionary ineffectiveness and sordid materialism.

"This synthesis of science and the humanities for the votaries of both branches of learning, as well as the synthesis of knowledge and virtue has to be a conscious aim of our system of university education. We have had a great tradition in the past of such synthesis. Our ancient educational system produced eminent philosopher-kings and scholar-statesmen who were equally at home in the field of the spirit and in the sphere of administration and worldly affairs. From Janaka down to Vidyaranya we have had shining lights of such synthesis. It is a tradition rooted in our culture, and it is our duty to maintain it unimpaired. What such comprehensive knowledge and all-round culture can accomplish even in the present age is demonstrated by the careers and achievements of our leaders like Rajaji, Dr. C. P. Ramaswami Aiyar, your own distinguished Vice-Chancellor, his no less distinguished brother Sir A. Ramaswamy Mudaliar and Mr. Justice P. V. Rajamannar all of whom are alumni of the University of Madras.

EQUIPMENT FOR A GOOD LIFE

"Since the prescribed courses of study in any one branch of university education cannot comprehend everything that it is desirable, a substantial part of this general equipment for a good life has to be gathered by the student for himself. It is therefore necessary that all those who are admitted into the university should be fit, both by ability and by enthusiasm, for this exacting kind of education. Inordinate numbers in the student-body and wide variations of quality among them will defeat the very objects of university education. It is not in the national interest to reduce halls or resting places for people of undisclosed merit or undeclared intention.

"In the building up of his extra-curricular knowledge and equipment for life, the university student has an incomparable aid. He works all the time under the influence of

the mature mind and the fully developed character of the teacher. The main glory of education is that it reflects the "composite lustre" of the *guru* and the *sisya* to which the *Taittiriya Upanishad* refers (I. 3-1). *Sahanau yasah, sahanau Brahnavarchasam*. Fame to us both : *Brahnavarchas* to us both. That is to say, whatever fame accrues from true knowledge, may it accrue to both of us, master and pupil. *Brahnavarchas* is the lustre which the seeker after *Brahman* is out to possess, and which accrues from the highest study. The blessing is common to teacher and pupil in as much as the teacher is happy when the pupil attains the fruits of his study. It is the central fact of education that teachers are not only instructors and examiners, but are also living examples and leaders. Thus the teacher, even apart from his teaching of set subjects, is of the highest importance.

"It is now increasingly felt that the status of university teachers has to be raised to a level commensurate with both the importance of their work and the position in society of similar workers in other fields of national service. They should enjoy the respect of both students and society in general; and they, for their part, should deserve that respect by their dependability, dignity, learning and devotion to duty. Proper selection of men of merit as teachers and the maintenance of their status at a high level are among the basic requirements for the success of universities. Augustine declared that 'teaching is the greatest act of charity'. So too thought our ancient sages. But it is not charity to expect teachers to teach as an act of charity. In modern society, emoluments often furnish the index to status, and it is not only justice but also good business to pay teachers well and ensure competent and contented good work.

"A permanent professorial staff of status and dignity, in addition to being very good for promoting learning and character among the students, will also render valuable service in two other spheres of University life, namely, in obtaining and deserving autonomy and in maintaining order and eliminating the indiscipline which in recent times has been a blot on seats of learning.

AUTONOMY FOR UNIVERSITIES

"The desirability of autonomy for universities is no longer in question. University administration and organisation have almost attained a world pattern, and

in that pattern autonomy finds a prominent place. Education at the highest stage should function in an atmosphere of independence, unaffected by political vicissitudes or other external factors. The staff are men of merit. Democratic principles of election and representation prevail in university bodies. And in cases of emergency the Executive Power could step in and exercise visitorial authority. In these conditions there is a good case for university autonomy in all matters relating to academic organisation.

"The teachers have the duty also of doing their best for maintaining discipline, though it would not be fair to make them solely responsible for it. The malady of student indiscipline is the result of many causes, among the most regrettable of which have been the apparent helplessness of parents and guardians, and the regrettable example of elders in different walks of life. The concerted effort of all sections of society will be needed to cure this evil and in this effort university teachers, as being among these who are directly concerned in the welfare of universities, will have to play a dynamic part.

INSTRUCTION MEDIUM

"I shall now say a few words on the question of the language medium of learning without a mention of which few talks on educational matters appear to be complete. I do not feel myself at liberty, nor do I have the disposition, to engage in controversy. I shall content myself with a few observations. As far as the medium of instruction in Universities is concerned, the argument is as between the regional language and English. The question is somewhat complicated by the fact that English has not only been our language of education in the last century and a quarter but has also become an outstanding language of modern learning and world communication. In fact, it is still the easiest medium of communication in learned conferences in our own country.

"As things are at present, it appears to be safe and desirable to retain English for some time as the medium of university instruction, while making an all-out effort for the expansion and adaptation of our own languages to suit the needs of modern scientific learning. For purposes of full and precise instruction at the highest level, particularly in subjects dealing with the latest discoveries of science and their practical application, English is a well-established and satisfactory medium, and it would be prudence to retain

it for the time being. The English language may be looked upon as standing in the same position as the expert foreign personnel whom we employ, with no permanent commitment, for as long a time as we require for training and equipping our own experts. The language question, in so far as it relates to the educational medium, may perhaps be best considered from a purely business point of view, without partiality and without prejudice.

"We are now an independent nation, and every one of us is a partaker of the nation's *svarajya*. The *Chandogya Upanishad* declares that only men with true knowledge could be called autonomous and self-governing (*svaraj*) and that the non-knowers or the ignorant are all heteronomous and subject to others (*anyaraj*). "*Athata atmadesa eva atmaivadhastat, atmoparistat, atmopascat atma purastat, atma daksinatah, atmotturatah, atmaivedan sancamiti. Sa va esa evam pasyan evam manvana evam vijanan atmaratih atmakrddih atmamithunah atmanandah. Sa svarad bhavati, tasya sarvesu lokesu kamacaro bhavati. Atha ye anyathato viduh anyarajanah te ksayyaloka bhavanti. Tesam sarvesu lokesva kamacaro bhavati*". (*Chandogya*—VII. 25, 2). (He who realises that the self is everywhere, he delights in the knowledge of the self and becomes one with the self. Such a person indeed enjoys independence (*svaraj*). But those who think otherwise become dependent (*anyaraj*) and do not enjoy freedom.

A sincere attempt to understand this distinction between *svaraj* and *anyaraj* will help us to get out of our present difficulties and dangers and fulfil our ambition of attaining real independence (*svarajyasiddhi*). *Svarajya* is best interpreted as real freedom or emancipation from bondage and ignorance. For achieving this it is essential to lead a disciplined life and have a keen desire to gain true knowledge. The methods that a spiritual aspirant adopts for self-realisation, methods like knowledge, peace and self-control, are also methods which could usefully be employed for the realisation of independence here in this world. Freedom so realised in this life will be an aid to the attainment of true Independence, in the same manner as the achievement of æsthetic bliss is an aid to the realisation of the true bliss of *Brahman*. This was the message of our ancient seers and sages, and also the message of Mahatma Gandhi.

EDUCATION FOR GOOD LIVING*

BY SHRI ANNA RAO GANAMUKHI

Education Minister

WE have assembled here on a very significant day not only in your lives but in the life of the nation; for today ninety-one years ago, "a super-soul greater than its mortal constituents" came into this world to set this country on the path of truth and non-violence. Today the whole world is celebrating the birth of this *Karana Purusha* and you must consider yourselves extremely fortunate that the commencement of your lives in real earnest coincides with the *Janmadina* of Mahatma Ganahi. Out of dust he made us all into men and his whole life was an exemplification of the invincible greatness of spiritual values. Can anyone in this world seek a nobler ideal to place before himself than the life of the Father of the Nation, who by practising whatever he preached, demonstrated to the whole world that a noble life is one where thought and action are one? My earnest prayer on this occasion is—may every one of you be imbued with the spirit of his life and teachings in everything you do?

Now that you are leaving the portals of the University it may not be inappropriate if I remind you of the heritage that has accrued unto you by the fact that you are graduates. You are the inheritors of a long tradition of learning and thought. You are part of the whole history of human education. While it is doubtful if it is proper to associate geographical limitations with education, for the sake of convenience we may trace the history of education in our country and in the West.

Education in our country began as soon as organised life began. Our forefathers had 'a well-established system of higher education in which we see the glimmerings of the idea of the modern Universities'. The aim of education, which drew its inspiration from religion, has been defined as "*Chitta-prasada*", "clarity of insight and illumined tranquility." Education was arranged on three steps of ascending order: (1) *Sravana*: Listening to the utterance of the teacher; (2) *Manana*: reflection on the topic taught;

(3) *Nidhidhyasa*: meditation on the One, the Absolute Truth, undisturbed by the ephemeral thoughts relating to the transient Many. You will notice that the purpose of education was correlated with the essence of the ancient prayer.

*"From the unreal, lend me unto Reality,
From darkness, lead me unto Light,
From death, lead me unto Deathlessness."*

Such a system of education imposed a very strenuous discipline which only a few had the mental and moral strength to bear. In spite of it, considering the population then, many took to education in various centres of learning.

The earliest of them was Takshasila in Kandahar. Then came the University of Nalanda, Vikramsila, Valabhi, Banaras and Kanchi. All these corresponded to what we in modern times call "Residential Universities". They were communities of teachers and students. Situated far away from the noise and din of cities, they were enlarged versions of the ancient *gurukula* or *ashram*, where one *guru* imparted Vedic learning to his disciples. The teachers residing in these Universities were so famous that pupils from all parts of India and also other countries used to flock to them. One of the kings threatened to declare war when a University would not allow a scholar to accept His Majesty's invitation to honour his court by his presence. I-Tsing, to mention one of the many famous names, came all the way from China to study at Nalanda which at that time boasted of eight *Sangharama* (college), one of them four storeys high, three extensive libraries, a tall observatory, 'the upper rooms of which were lost in the clouds'.

The scholars at Nalanda numbered about 10,000, 8,500 of them being students and 1,500 teachers, figures which give the enviable ratio of one teacher for about 5 or 6 students! The pupil 'paid' according to his ability for the tuition he received; a prince would pay as much as 1,000 pieces of gold but a poor boy would collect fuel for the master or render some other domestic service but the teacher did not give any preferential treatment to the prince! No pupil

* Extracts from the Convocation Address delivered to the Graduates of the Mysore University on 2nd October 1960.

was considered socially too elevated to do manual labour. Thus there was no scope for the development of what we call 'the white-collar mentality' among scholars in those days. When the pupil had reached an expected degree of academic proficiency, a Parishad (corresponding to a modern convocation) would be held to award recognition. However a pupil's education did not stop after graduation; it merely prepared one for self-education, which is the only means of self-realisation.

In Europe too, education originated from the religious impulse. The mediæval friars and monks were the pioneers of academic thought. Such Universities as those in Paris, Bologna and Oxford in Europe date from about the twelfth century; then came Cambridge, Prague and Heidelberg, to mention only a few. The Universities arose as scholastic guilds, guilds of teachers and students, who zealously guarded their academic freedom. The students, though poor, were so enthusiastic about learning that they were prepared to undergo all kinds of hardship for the sake of education. They lived as one community with their teachers and they learned as much from personal contact as from the philosophical discussions in which their teachers were frequently engaged. It is these Universities which kept alive the torch of learning and they were the initiators of all those intellectual, cultural and religious movements which made the West what it is today.

The British started the Universities in India with what on the whole must be said to be noble motives. Here it is well to recall what the much-maligned Macaulay said about the subject of education in India in the House of Commons:

MACAULAY QUOTED

"Are we to keep the people of India ignorant in order that we may keep them submissive? Or do we think that we can give knowledge without awakening ambition? Or do we mean to awaken ambition and to provide it with no legitimate vent?.. It may be that the public mind of India may expand under our system until it has outgrown that system, that by good Government we may educate our subjects into a capacity for better Government, that having become instructed in European knowledge, they may, in some future age, demand European institutions. Whether such a day will ever come, I know not. Whenever it comes it

will be the proudest day in English History...The sceptre may pass away from us. Victory may be inconstant to our arms. But there are triumphs which are followed by no reverse. There is an empire exempt from all natural causes of decay. These triumphs are the pacific triumphs of reason over barbarism: that empire is the imperishable empire of our arts and our morals, our literature and our laws."

Knowing that conditions in India were not everywhere conducive to the development of Residential Universities, the British Government established three Universities in Bombay, Calcutta and Madras more or less on the lines of London University with the object of 'encouraging a regular and liberal course of liberal education by conferring academical degrees as evidences of attainments in the different branches of art and science'. So great has been the thirst for knowledge in our country that nearly forty Universities have come into being in the last hundred years and there is an increasing demand for more colleges and more Universities. Our Universities have played such an important role in the life of the nation that future historians may well record of them that the History of University Education is the history of progress in India in modern times.

Now you are the proud possessors of this heritage. It is not sufficient if you merely inherit it and treasure it like a miser who hoards his gold underground. You must also add to it and I have no doubt that you will make a worthy contribution to it. When we hear eloquent panegyrics of our ancient culture, we should say to ourselves: "No doubt, we have every reason to be proud of the past; will the future be proud of us? This question, I suggest to you, we should put to ourselves at every step in our lives.

OUR DUTY

This raises the question, "what is our duty?" In one word, we may say that it is the improvement of the human condition. That is the goal which we should all have before us. If I may modify the historic words of our beloved Prime Minister, 'If humanity dies, who lives? If it lives, who dies?' I am sorry for striking a gloomy note but looking at the condition of the world today, one has, I am afraid, to be spiritually tough for taking a cheerful view of the future of man. But we should not wring our hands in despair and lament that we have fallen

upon bad days. The times may be out of joint but it is for us and in us to set them right. What is sadly lacking in the world today is what the famous *Karma-yogi*, Albert Schweitzer, has beautifully called 'reverence for life'. Even as modern man is striving to make the world a beautiful place to live in, he is forgetting the ultimate purpose of life. It is here, I suggest to you, that your education can help you. It is true your education should fit you for the business of life but if it does not suggest also a purpose in life, it is futile. Our ancient sages have said that the three stages of learning, *Sravana*, *Manana* and *Nidhidhyasa*, should lead to *darsana*, a vision of life. No individual without vision, no nation without vision, can flourish. Therefore I appeal to you all that you use the education you have so far received for the purpose of attaining that vision. Your real education begins now.

While this should be the goal of all educated men some of you who have been trained for certain professions will have to employ special techniques for self-fulfilment.

GRADUATES IN MEDICINE permit me to address a few words to you in particular. Health being the highest good that we know in this world, it is appropriate that I should turn to you first. You have been called to the noblest vocation in life. On you depends the health of the nation and, therefore, happiness of all. In this context I should like to transmit the noble words spoken by a distinguished English educationist about a hundred years ago to the graduates of the University of Madras. "The situation of a doctor is one of the most delicate and confidential in this world. Perfect uprightness, moral courage, kindness of heart and of demeanour, a readiness to sacrifice personal comfort, and other qualities of a similar stamp are all required to be united with knowledge, to constitute a genuine member of your noble profession. But then, what a reward attaches to the discharge of the duties of that profession! See the doctor enter the sick chamber to examine the state of his patient: see the patient's wife watching his every movement, and hanging breathless upon the words that are about to fall from his lips, see the children, too, partially ignorant perhaps of the condition of their father, but still looking upon the Doctor with silent awe! Now, after a careful examination, observe the visitor's cheerful eye anticipating

his mouth in the announcement of the departure of all danger and watch the silent, but how expressive, gratitude of a whole family! Surely the power thus to ease overstrained heart is one of the most delightful possessions that man can have."

GENERAL COMPLAINT

There is a great deal of unnecessary suffering in our country. It is up to you to remove it and to replace pain with pleasure, fear with hope, horror with happiness. There is a general complaint that while the urban areas are better supplied with medical facilities, our rural areas have not been so fortunate. Attempts are being made to remove those disparities which render urban life a little more comfortable than life in the villages and in the initial stages, doctors have a great contribution to make towards the success of such attempts. The future of our countrymen is in your hands; yours is the most onerous responsibility; may you be worthy of the trust we repose in you.

GRADUATES IN ENGINEERING, if doctors are the healers and preservers, you are the builders. Our country needs your services very badly; it is up to you to make all parts of the country habitable. You build bridges and roads that men may come together; you build houses that men may live, not merely exist. Build well; so build that what you build will endure; the foundations of what you build must be strong; the foundations of what you do must be equally firm. What better foundation than your conscience? No doubt there are temptations, but what is the use of that education that does not act as a shield against those forces that threaten one's moral integrity? Be good engineers and at the same time be good men. The approval of your conscience is more important than the approval of your official superiors!

GRADUATES IN TEACHING, what do healthy bodies and beautiful houses avail if there be no beautiful minds to dwell in them? A great thinker has called the teacher, "the Gardener of Souls". Remember the place assigned to you by our ancient thinkers; the child was admonished to honour its mother and father and give equal respect to the *guru*. You are the real builders of society. Yours is an unostentatious service like the service of the roots of a mighty tree, which work unnoticed and without a break in order that blossoms and fruits may be available to others. The passersby may pluck the flowers and reap the fruits without even remember-

ing the vital service rendered by the roots. Similarly you have to serve with absolute unselfishness.

LADY GRADUATES of the year, there was a time when in every convocation address the speaker used to emphasise the value of education for women. Luckily the number of lady graduates is increasing every year and it is a very happy augury. Truly has it been said that when you educate a man, you educate an individual; but when you educate a lady, you educate the whole family. You have an important role to play in the life of the nation; for on total education depends the prosperity and happiness of our country and you can accelerate the pace of education.

RESEARCH

Since I have spoken about the spread of education, I may be permitted to say a few words about the importance of Research and Teaching. Perhaps because our Universities were modelled on the lines of the British universities, till very recently we did not attach as much importance to research as it deserves. The two main functions of a modern University have been defined as the diffusion of knowledge, that is, teaching and the advancement of knowledge, that is, "research". It should not be thought that one is superior or inferior to the other; rather they are complementary. But at present when India is occupying a prominent place in the comity of nations, we should concentrate as much on diffusion of knowledge in our country as on the advancement of the frontiers of knowledge. Scholarship has been aptly defined as 'knowing something of everything and everything of something'. A liberal education is the foundation of specialisation. While we are proud of the fact that our Universities have produced many educated men and women, it is high time that they also created necessary facilities for the rise of scholars to whom other academic men all over the world would look up for illumination and inspiration. Living as we do in a scientific age, when the so-called fantastic dreams of ancient romancers and bards have become stupendous realities which, we hope, will be beneficial to mankind, it is essential that we too should develop our own laboratories and institutes of research where our young men can build on what they have learnt from others. It is true that the diffusion of knowledge depends

upon the efforts of devoted and painstaking teachers but they will be far more effective if they complement their teaching with research. A true University makes full provision both for teaching and research.

GRADUATES IN ARTS, SCIENCE AND ALLIED SUBJECTS AND COMMERCE, I come to you last not because you are less important but you form the largest bulk of graduates who have been admitted to various degrees today and, therefore, correspondingly, your responsibility is higher. You have many more chances of working more closely with the masses and we expect a great deal more from you. I would say that if ever anyone is responsible for the formation of national character, you are the executors of that sacred duty. Great as our history has been, reflection on the present state of affairs compels one to confess that we are unworthy of our history. We hear a great deal about Truth, Justice and Dharma and may it be that we vociferate most about what we lack? Judged by the platitudes that we repeat with every breath, we are the most pious people on the face of this earth but alas! our experience of daily existence shows that we are not what we profess to be. However, you who have the benefit of education can bridge the gulf between practice and profession. It has been wisely said that life is always a matter of choice and the choice is always between *shreyas* and *preyas*, between that which is good and that which is pleasant. That which is pleasant is not always good; that which is good, though probably unpleasant in the beginning, is ultimately pleasant. An upright soul, ever living according to the dictates of the conscience, always chooses that which is good.

SPIRITUAL GREATNESS

How many of us are inclined that way? It is easy for us to boast of our spiritual greatness but far better if others see it and tell us about it. All our troubles arise mainly because we choose that path which has the fewest difficulties; we circumvent obstacles and do not hesitate to jump the queue, unless called in order by a policeman! We make laws and when they are inconvenient we break them. This is a crooked path and no wonder we do not reach our destination. Theodore Roosevelt has put it correctly when he said, "To educate a man

(Continued on page 164)

A PLAN FOR DEVELOPMENT OF PUBLIC LIBRARIES IN MYSORE (A Twenty-five Year Scheme)

By DR. D. SHIVARAMAIA, M.Ed., Ph.D.

Part I

I. MEANING OF A LIBRARY—ITS FUNCTIONS— LIBRARY SERVICE

THE Internationally accepted definition of a *Public Library* is that it is a Library

- (i) which is financed for the most part out of public funds,
- (ii) which charges no fees from readers and yet is open for full use by the public without distinction of caste, creed or sex, or colour.
- (iii) which is intended as an auxiliary educational institution providing a means of self-education which is endless and
- (iv) which houses learning materials giving reliable information freely and without partiality, or prejudice on as wide a variety of subjects as will satisfy the interests of readers.

Subscription libraries are meant for a privileged class of special borrowers and public funds should not cater to any privilege. The money should be utilised for establishment of libraries on modern lines of free service and free access to knowledge.

2. The new mode of utilising leisure which the West is stabilising is through library service.... (Man) is entitled to mental development from birth to death.

3. Library service is one of the fundamental rights of citizens.

A modern library has films, film-strips, pictures, radio and television as part of its stock-in-trade.

The Functions of a Public Library in the State

These are some of the functions of a public library :—

- (i) Build up an exhaustive collection of all publications in the State.
- (ii) Undertake bibliographical works,
- (iii) Maintain a catalogue of all libraries in the State,
- (iv) Maintain a strong reference collection and service,
- (v) Stock and replenish from time to time the District and other libraries,

- (vi) Act as a clearing house of information,
- (vii) Organise book exhibitions and conferences,
- (viii) Act as the source of all technical and other information asked by its branch and other libraries,
- (ix) Be the centre of Inter-Library-Loan among libraries,
- (x) Promote library work among children,
- (xi) Provision of films and recording,
- (xii) Publicising its books stock,
- (xiii) Co-operation with various groups enabling them to have access to books,
- (xiv) Give book service correlated with schools.

II. NATIONAL LIBRARIES IN FOREIGN COUNTRIES

1. The National libraries in each country are maintained by the Governments of those countries.

Year of formation	Country	Name of National Library	Number of volumes at present
1480	France	Bibliothèque Nationale, Paris	50,00,000
1661	Denmark	Det Kongelige Bibliotek, Copenhagen	10,00,000
1753	England	British Museum and Library, London	50,00,000
1800	U.S.A.	Library of Congress, Washington	73,00,000
1810	Brazil	Biblioteca Nacional, Rio-De-Janeiro	10,00,000
1837	Belgium	Bibliothèque Royal	20,00,000
1857	Mexico	Biblioteca Nacional, Mexico City	5,00,000
1869	Egypt	Egyptian Library, Cairo	2,40,000
1900	Philippines	National Library, Manila	2,70,000
..	China	National Central Library, Peking	4,60,000

2. In U.S.A. each person uses 3.37 books. In Great Britain each person uses 7.7 books. In India for 50 persons there is one book in the library.

III. LIBRARY SERVICE IN INDIA

Andhra Pradesh.—The old Asiatic Library in Hyderabad is converted into a State Library. At Visakhapatnam there is a regional library. There are 11 District

Libraries, 128 Deposit Stations and 1045 Village Libraries. Library Act is in force (1955).

Separate departments such as Social Education Department, Children's Section, Reference Section, Lending Section and Audio-visual Education Section, etc., have been opened in these libraries.

Assam.—There are one Central Library, 7 District Libraries, 70 Deposit Centres and one unit of Mobile Library Service.

Bihar.—The old Sinha Library at Patna is taken over as the State Central Library. Out of 17 District Libraries, twelve have *Children's Wings*. Patna Corporation is running 5 Children's Libraries.

Bombay.—The Asiatic Society of Bombay has taken up the function of the Central Library. There are one Central Library, two Regional Libraries, 19 District Libraries, 209 Taluka Libraries, 104 Town Libraries and 16 *Children's Libraries*. There are some subscription libraries in Bombay State.

In Nagpur there are one Central Library and District Libraries with mobile vans in each district.

Kerala.—Granthasala Sangham (1945) is running 3,000 libraries with the help of affiliation fees from member libraries and Government aid.

Madras.—There is Madras Library Act (1948). Connemara Public Library is the State Library and acts as both a lending and circulatory library. There are 10 District Libraries, 251 Branch Libraries, 470 Delivery Stations, 540 Panchayat Libraries and 544 Gramasangham Libraries. The cess yielded Rs. 9 lakhs. The expenditure on libraries was Rs. 20 lakhs.

West Bengal.—The Imperial Library was converted into the National Central Library. There are District Libraries and Area Libraries. There is *contractional arrangement* with voluntary organisations. In addition, there are 2,500 subscription libraries of various sizes.

Uttar Pradesh.—The several departments are interested in running libraries. There are one Central Library at Allahabad, 9 District Libraries and 1,332 Libraries and 4 Mobile Library Vans.

Delhi.—Delhi Public Library is run by the Government from 1950. Two libraries are run by the Municipal Committees and others by private organisations. In Delhi Public Library there are Lending Section, Circulation Section, Children's Section, Auditorium, Mobile Van Section, Deposit Stations. The membership is free. The total expenditure comes to Rs. 2½ lakhs per annum.

Manipur.—In addition to two libraries, there are Children's Libraries and Museums and also Block and Village Libraries.

Children's Libraries.—There are separate Children's Libraries at Madras, Bombay and Mysore City. There are Children's Wings in Libraries of Delhi, Ahmedabad and Baroda, Andhra Pradesh, Bihar and Bombay. Patna Corporation is running 5 Children's Libraries in various parts of the city.

IV. EXISTING LIBRARY FACILITIES IN MYSORE

1. In Bombay-Karnataka part of Mysore, there are Regional Libraries, District Libraries, Taluka Libraries, Town Libraries and *Children's Sections* attached to these. There is an integrated library unit giving book-circulating service to 100 libraries in the compact Social Education area in Dharwar District maintained from Government Funds.

In two districts coming from Madras their libraries are functioning under Madras Library Act, 1948.

In districts coming from Hyderabad, The Hyderabad Public Library Act, 1955 is not operative. In Old Mysore State there are 107 Municipal and other Libraries in urban areas, mostly being Subscription Libraries.

2. A few of these may be mentioned. In Bangalore there are (1) Arya Kshatriya Yuvaka Sangha Library, (2) Library at Indian Institute of World Culture, (3) Govt. Secretariat Library, (4) Indian Institute of Science Library, (5) Institute of Management Library, (6) Mythic Society Library, (7) Public Library, (8) Raman's Institute Library, (9) British Council Library, (10) U.S.I.S. Library and (11) Gokhale Institute Library.

In Mysore City there are (1) Public Library, (2) Mysore University Library and (3) Oriental Research Institute Library.

EDUCATION AND CHARACTER FORMATION

BY SHRI SHAMSUDDIN, M.A., B.T., M.Ed.
Raipur (M.P.)

THERE cannot be two opinions on the point that character occupies the most important place in the life of a man. If the character of the people in society becomes weak, the very foundation of the edifice of life gets shattered and one day or the other it is sure to meet its downfall and complete destruction. Today as we cast an eye on the present state of our society, we cannot but be unhappy to find the sad affairs there. The question arises, where lies the defect? And naturally we are reminded of our responsibility of character formation of our children in their early age.

A child is not bad. When he comes in this world he is quite innocent, pious and pure—a true representation of that Almighty God who sends him on this earth. Then gradually the atmosphere and environments of the family and society start influencing him building his personality. His conduct and character is also framed in accordance with the influence that is exercised on him. It means that proper care has to be taken in children's early age only when the foundation of the building of their character is being laid. This not only calls for the parents' duty to mould their children in the desired form but also adds responsibility on the part of the teachers to build their personality.

Education means the harmonious development of the whole personality of the child including his physical, mental, moral and spiritual self. Due to innumerable social, economic and other administrative reasons the education of the child is not being given in the proper form. The parents feel their responsibility only to the extent of giving food and clothes to the children and after getting them admitted in school, they become care-free from their side. In the school, teachers feel that their duty comes to an end as soon as the children are mentally capable enough to pass the school examination. The number of children being large and the time at the disposal of the teacher being short, it is impossible for him to pay individual attention to the children and supervise and guide them in rest of the fields of their life. Naturally, the children are left to their own mercy in the broad world outside.

The material required for building the character is the knowledge about the virtues and the strong will or determination to follow it in life. The teacher readily provides knowledge of virtues to the children but fails to create strong will in them to utilize it in life, with the result the knowledge proves to be useless. The task is not very difficult if the teacher is a bit prudent to make a psychological approach to the tender minds of children, as we find the children are essentially instinctive. These instincts, if properly controlled and guided, will develop into higher type of sentiments. Again combined with the power of reasoning, these sentiments will prove to be a strong base for the formation of character. The teacher remains in mental contact with the children and a little effort on his part will enable him to act successfully upon this great task of character formation.

Character is not formed by merely delivering lectures on ideals and values of life. Mere knowledge of what is right and what is wrong is not sufficient for building character. It requires constant exercise and training. After putting the ideals before the students, the teacher should provide opportunities which will give them chances to exercise their will and build up sentiments in line with the ideals. Repeated exercise of these will enable them to gain strength of character.

There is one more aspect of the child's personality which can be best utilized for character formation. This is his sentiment of 'self-regard'. By nature the child develops self-consciousness and tries to make his own 'ideal self'. He has his own ideas, feelings and modes of behaviour according to this 'ideal self'. At such times it is the duty of the teacher to guide and influence the child in such a way that he should form a worthy self-sentiment. Ideal examples should be put before him to correct his self-sentiment if it is going astray. Also it should be borne in mind that the child's capability should not be undermined. The teacher should never call him hopeless or worthless, rather he should make the child believe that he is capable of a high standard of conduct and behaviour. Thus the child

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MUSEUMS IN EDUCATIONAL INSTITUTIONS

BY SHRI RAGHUVIR SAHAI NIGAM
Ex-Principal, Rajnandgoan (M.P.)

IT is said that in U.S.A. every town has got its own Museum. The citizens take pride in its richness and variety.

It can have an important place in the audio-visual programme of education of scholars.

Every High School and College should have a Museum. Only it must find space to house it. Show-cases can be made out of old desks whose upper portions are cut out to have glass-panes or cellophane. The legs have to be added to, in length to make the case high enough.

The *Historical Section* may begin with a collection of postage-stamps, post-cards and envelopes and coins of the pre-Independence era. Even old text-books with pages on King-Emperors can be put there. Account-books of shop-keepers can give a clue to the varying fortune of borrowers. Histories of public buildings, photographs of important men of the town, and old students can be easily procured.

In time old coins from the neighbourhood, pieces of statuary will come in.

Enlarged pictures of historical personages, Ajanta Bagh and Moghul paintings can be prepared, from the printed post-cards.

Card-board models of historical buildings can be prepared. Replicas of Seals from the Indus Valley Collections can be prepared on pieces of soap-stone or washing soap. Models of pillars can be prepared in clay or washing soap. If wood-work is being done in the school or if there is fret-work machine, then dozens of models can be made. Dioramas of important historical events will lend charm if lighted from within.

Enstampages of epigraphic inscriptions can be prepared even if not of any historicity. That will show how that can be done. Copies of Family-trees of important and old families may be begged for.

When this much has been done in the school, visitors will feel impelled to surrender any manuscripts, copper-plates, arms, letters that they may be possessing. Even family heir-looms come in.

As the horizon widens pieces of statuary, earthenware, figurines may be heard of and tried to be procured. Foraging for them will at least be outings.

Making of models of buildings like the Sanchi Stupa in wood and card-board may be taken up. This kind of work gives

students a new zest and melts the hearts of visitors.

Even pictures of the dress of the grand-fathers can be subjects for study if they are connected with ways of living and professions.

Historical Maps from an atlas, pictures from books and post-cards can be enlarged.

A Questionnaire can collect the local history of the area.

There are books with detailed instructions about the preparation of models in card-board of things and objects in British History. We can develop our own details.

Similarly there may be a *Geographical Museum* in schools showing contemporary things distributed in space. Coins, stamps, pictures of lives as lived, styles of houses, dress, etc., can be shown either in models, if not original, or in enlarged pictures. Pictures of *adivasis* will thrill.

Making models of houses in different lands is a valuable exercise. Modes of transport also give new ideas.

These Museums when got together in colleges will have left behind many things which are deemed childish and puerile. Archaeological material shall be the chief constituent. Immediately after the rainy seasons spots are exposed wherefrom material can be got, like coins, terra-cotta material, figurines, pottery, pieces of statuary, bricks. If there is carbon then the age can be more easily determined.

It is a pity that no colleges, or universities have sent scholars to join in the excavations going on sites that are to be submerged in dams. They might have procured financial assistance from the Government. Venturing forth to snatch some Nubian treasure is not to be thought of. Live Egyptology would have thus come to any university.

Wander-lust can take to hidden and untraced parts of the country. The forest tribes offer a fascinating field. How different types of lives are conditioned thus by surroundings and circumstances is a fruitful study even inside our big country. Shooting with a photographic camera will catch many beautiful things. A spirit of adventure and the courage to rough it will captivate any youth worth the name. At least pictures of expeditions should be there.

Science clubs in schools are collecting material on Natural History. They also collect facts about simple chemical processes.

These Museums should have card-board models of graduated callipers, Sextants. Formulæ for determining Area, Volume, etc., can be demonstrated.

Samples from industrial establishments showing all stages in the manufacture from raw material to the finished product should be arranged for.

Collection of field and forest produce can be another hobby. Home-made apparatus can be exhibited.

For colleges the field is unlimited. Samples of stages in the manufacture of chemicals and extraction of metals from ores and the intermediate stages in the process give a lot of knowledge.

Pictures of latest advances in aviation, space-travel, and some of the armaments are good enough for those who can think.

Copies of charts and figures should be the last things to be there.

Pictures of scientists, including the martyred, should be there.

Different departments like Chemistry, Geology, Botany and Zoology generally have

their own Museums, but they are not exhibited properly so as to be understood by the non-students of the subject.

Geography Section as given above can be diversified into Industrial, Anthropological, Commercial Sections.

Paintings, drawings, works of art in other media will be the most beautiful section.

Geophysics, Aeronautics will soon develop in colleges and will have their own collections.

Film-strips will form a valuable library of audio-visual material.

Projector and Epidiascope can be used as excellent tools for driving home the instructions.

What is needed for developing Museums is allowing of space and some money to those who do this work together with some freedom from routine work.

If schools are to be treated as Community Centres, they will radiate more useful knowledge than the Social-Education-wallahs prate about.

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will build a proper self-ideal and after acting upon it will develop his character.

There is one more feeling in the child which can be exploited for framing his character. It is the feeling of 'Hero-worship'. Whenever and wherever the child comes in contact with persons, he has a tendency to compare his 'ideal-self' with them, and if he finds anything new and appealing in others he tries to imbibe the same in himself. At this time if proper ideals are not placed before him, just possible, he may make wrong selection for hero-worship and may go astray. It is for this reason that the teacher has to be very careful to put an ideal example by his own personal example so that the child may not be misled. The feeling of hero-worship can also be developed by prescribing studies of the lives of great political, social, religious and literary persons. These will surely help the children to get ideals worth admiring and will be ultimately helpful in their character formation.

There can be innumerable means which will help in building the character of children in schools. Extra-curricular activities such as social service, field-work, tournaments, excursions, cultural programmes are some of them. These will provide opportunities for children to come in contact with different types of nature and behaviour and after

clashes and differences they will learn mutual reconciliation. Extreme natures come to moderate and team-spirit is evolved among children. Also sense of discipline is developed improving their character. A system of self-government in schools on certain occasions will help the children learn the sense of responsibility and how to carry it out.

A weak character is a person who is guided by his emotions and impulses and does not keep control on his will. Such persons can never get success in life. Even after knowing as to what is good worth achieving and what is bad worth discarding, one can do nothing unless he has a strong will-power and firm determination to adopt the good and work upon it in life. Even the most intelligent persons have been found to be of weak character due to the lack of this will-power. A strong character, on the other hand, is always master of his impulses. He is not affected by any influence from outside. He controls his own actions. His personality is self-possessed, integrated and firmly knit. Such persons are successful in any sphere of life they step in! Children of today are going to be the pillars of nation tomorrow and they need to be strong characters. Our education will fail utterly in its object if it does not produce strong characters in our schools.

EDUCATION IN THE THIRD PLAN

THE Third Plan's main emphasis in the field of education will be on the provision of facilities for universal education for the age group 6-11, the improvement of science education at the secondary and university stages, and the training of teachers of all grades.

Against an anticipated expenditure of Rs. 273 crores on educational programmes in the Second Plan, the Third Plan allots Rs. 370 crores for general education and Rs. 130 crores for technical education.

The enrolment of pupils in the age group 6-11 was 192 lakhs in 1950-51, 252 lakhs in 1955-56, 330 lakhs in 1960-61, and 504 lakhs is likely to be in 1965-66.

The enrolment of pupils in the age group 11-14 was 31 lakhs in 1950-51, 43 lakhs in 1955-56, 61 lakhs in 1960-61, and is likely to be 100 lakhs in 1965-66.

The enrolment of pupils in the age group 14-17 was 12 lakhs in 1950-51, 20 lakhs in 1955-56, 30 lakhs in 1960-61, and is likely to be 44 lakhs in 1965-66.

MARKED DISPARITY

There is still a marked disparity between boys and girls attending school, although this disparity is steadily diminishing. It is mainly because of this factor and because some areas are especially backward that it is estimated that, by the end of the Third Plan, the proportion of children in the age group 6-11 at school may not exceed 80%.

In the case of boys, it should be possible to ensure universal coverage but it is possible that in the case of girls the proportion may not exceed 60%. To achieve these targets, more than 400,000 additional teachers will be required.

In the course of the Fourth and Fifth Plans, steps will be taken to realise the objective of free and compulsory education for the age group 11-14, thereby fulfilling the constitutional directive. In addition, the Ministry of Labour and Employment is working out a scheme to provide technical training of a simple character for children who have received primary education up to the age of 11 years.

It has been decided to model all elementary schools on the basic pattern. By the end of the Second Plan, about 24% of the elementary schools will be of the basic

pattern. The process will be carried forward in the Third Plan.

Training facilities for teachers will be expanded as far as possible through the development of existing institutions so that by 1965-66 at least 80% of the teachers employed will have been trained and the rest offered short-term courses. A factor limiting the expansion of basic education is that it has been largely confined to the rural areas. A number of model basic schools are, therefore, proposed to be set up in the urban areas.

The proportion of pupils in the age group 14-17 receiving secondary education will increase from 5% before the First Plan to about 12% by 1960-61 and a little over 15% by 1965-66.

The three main directions in which it is proposed to continue the reorganisation of secondary education during the Third Plan are to increase the facilities for science education, to improve the multipurpose schools established during the Second Plan and increase their number to a limited extent, and to set up new secondary schools as higher secondary institutions and to convert the existing institutions to this pattern.

By the end of the Third Plan, there will be about 9,000 higher secondary schools of such a type, accounting for one-half of the total number of secondary schools.

SCIENCE STUDENTS

At the end of the Second Plan, there will be 41 universities and about 1,050 colleges. The number of students in arts, science and commerce colleges will have increased from 634,000 in 1955-56 to about 900,000 in 1960-61. But the proportion of science students will have declined a little. One of the Third Plan's tasks will be to raise this proportion to 40%. The University Grants Commission is devoting special attention to this problem.

In addition, it is proposed to make larger allocations for scholarships, fellowships and research studentships, and to institute evening colleges, correspondence courses and external examinations on a large scale. The financial allocation for university education has been raised to Rs. 75 crores in the Third Plan from Rs. 15 crores in the First Plan and Rs. 44 crores in the Second Plan.

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EDUCATIONAL NOTES

1. Rights for Healthy Living

THE World Confederation of Organisations of the Teaching Profession at their Ninth General Assembly of Delegates passed, among others, the following resolutions:—

1. This Assembly of Delegates of the World Confederation of Organisations of the Teaching Profession affirms that the right to live and to live a healthy life is a fundamental prerequisite to all other human rights. This right means not only the absence of disease or other handicaps but the enjoyment of a state of physical, mental and social well-being. The Assembly welcomes the principles formulated by the U.N. in its Declaration of the Rights of the Child and declares "that every child shall be given opportunities and facilities by law and by other means to enable him to develop physically, mentally, morally, spiritually and socially in a healthy

and normal manner and in conditions of freedom and dignity" and "shall be protected from practices which may foster racial, religious and many other forms of discrimination".

2. Noting from our members' reports the gross inequalities and inadequacies in various national programmes for ensuring these rights for healthful living, and recognising the national and international responsibilities in guaranteeing the rights of children, we address an urgent appeal to all nations and international bodies concerned to do all that is possible to ensure to all children in all countries the fundamental rights declared above. We also urge teachers and teachers' organisations and all associated with schools to assume their full share of these responsibilities.

2. Vice-Chancellors' Conference in Poona

VICE-CHANCELLORS of Indian Universities met in Poona on the 15th and 16th June under the Presidentship of Shri C. D. Deshmukh and arrived at the following conclusions:—

1. There should be a scheme of national service for nine months before joining the three-year degree course.

2. In order that teachers should be able to pay individual attention to every pupil the pupil-teacher ratio should be maintained adequately.

3. The relationship between teachers and pupils should be that of a friend, philosopher and guide.

4. A minimum age-limit should be laid down for admission to the University.

5. Teachers should receive adequate salaries and should be provided with reference books and facilities for research and places of residence in the University campus or near the campus.

6. Authorities should promptly attend to pupils' grievances.

7. Students should be allowed to form unions but Students' Unions must not be allowed to work like trade unions and there should be no bargaining. Students' Unions should organize games, dramas, excursions, debates, study circles and other social and cultural activities.

8. The present system of organizing youth festivals should be discontinued.

9. Parents and guardians should not remain indifferent but should co-operate with teachers.

10. A student who has failed twice in an examination should not be allowed to attend classes. He may be allowed to appear externally. No student should be allowed to remain in the University Classes for more than 8 years.

3. Improving Health of Children

THE World Confederation of the Organisations of the Teaching Profession meeting in Amsterdam between July 31 and August 7 discussed ways of improving health of children. The background for the Assembly theme "child health and the school" was provided by the national surveys conducted by member-States on the above subject. It is very clear that there is a great diversity

in quality and quantity of the Health Services and facilities provided in different parts of the world.

The subjects discussed include, among the variety of other topics, the salary negotiation machinery in WCOTF co-operation with United Nations Agencies to increase knowledge about workings of the U.N. and to improve international understanding.

4. Against Discrimination in Education

THE Special Committee of governmental experts from forty-one countries, convened by UNESCO, recently completed the drawing up of a draft convention and a draft recommendation regarding discrimination in education.

The two drafts, put into legal form certain general principles set forth in the Universal Declaration of Human Rights, and in the Constitution of UNESCO.

Discrimination is defined in the two drafts as including "any distinction, exclusion, limitation or preference, which, being based

on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose of nullifying or impairing equality of treatment in education". The drafts state that the establishment or the maintenance of certain educational systems or institutions (separate establishments for pupils of the two sexes or for linguistic or religious reasons, and private schools) does not constitute discrimination as long as certain conditions, which are listed precisely in the documents, are complied with.—UNESCO.

5. Procedures on Salary Negotiations

THE World Confederation of the Organisations of the Teaching Professions has published a booklet containing the reports on the structure and functions of salary negotiations' machinery from 46 national member-organisations in 27 countries. Dr. William G. Carr, the Secretary-General of the WCOTP expresses the hopes that the reports will be of particular value to those national teachers' organisations, which are reviewing their own salary negotiations' machinery and that from a greater knowledge of the situations in other countries, all would be benefitted.

More than half of the reporting associations indicate the presence of some type of formal

negotiations. In some countries there is a continuing official agency through which processes of negotiations are conducted; in others the agencies of negotiations are established as the need arises, or the negotiations are carried forward by existing organisations and governmental bodies directly.

On the other hand, more than a third of the countries covered indicate that salaries are fixed without formal negotiation procedures. In these countries, teacher organisations may, nevertheless, have a strong influence on the decisions.

No report mentions strike action as an alternative for the acceptance of an unsatisfactory outcome.

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The Commission makes a brief reference to the need to inculcate moral and social values in students, and to introduce a scheme of compulsory national service with a view to improving the quality of educated manpower. The latter is essentially a measure of educational reform and is designed to inculcate among students a sense of discipline, national unity and cohesion, a spirit of social service and dignity of labour.

In the sphere of technical education the Third Plan estimates the requirements of engineering personnel at 45,000 graduates and 80,000 diploma-holders. These targets will be met. A tentative allocation of

Rs. 130 crores has been made for carrying out development programmes in technical education against Rs. 20 crores in the First Plan and Rs. 60 crores in the Second Plan.

The main programmes during the Third Plan relate to the development of the School of Mines and Applied Geology, Dhanbad, the Delhi Polytechnic, the Indian Institute of Technology, Kharagpur, and other institutes set up in Bombay, Madras and Kanpur. A difficult problem in the expansion of technical education is the shortage of teachers. It is estimated that the shortage amounts to 33% in degree colleges and 25% in diploma institutions.

NEWS FROM STATES

Delhi

A SEMINAR on the "Utilization of Physical Environment in the Teaching of Geography" was recently organised by the Department of the Extension Services, Central Institute of Education, Delhi. Mr. Katiyar, Lecturer in Geography, initiated the discussion by referring to the concept of physical environment as generally understood in the subject like geography. He suggested that facts and phenomena associated with six topics mentioned below should be employed by teachers in teaching geography to school-children. These six topics are :

- (i) Plant life,
- (ii) Birds and animals,
- (iii) Rocks and soil,
- (iv) Water,
- (v) Atmosphere,
- (vi) Heavenly bodies.

Children come in contact with these elements of physical environment in their daily life. These elements, when exercised properly and diligently, could serve as 'apperceptive mass' for future learning of students.

Correct observation of the environment by children should lead to the development of skills which would help them to establish relationship between physical environment and human activity and consequently with cultural activities. The entire culture of children is explainable in terms of geographical

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in mind and not in morals is to educate a menace to Society". A Moghul Emperor in his old age said to his sons: "I have lived a long time, but I have yet to see a man lost on the straight road!"

I do not wish to dwell more upon this topic of our failings as a nation. All that I wish to say is that there is no reason why a country, that produced a Buddha, a Shankara, a Basava, a Mahatma Gandhi, should not once again be great, provided at every step we ask ourselves whether anyone of them would approve of what we are doing. What they taught is there in our conscience; let us not be aware of it only when we preach to other people, let it inspire and guide everyone of our thoughts and deeds. What it suggests is always good and pleasant.

cal conditions. The food they take, the dress they put on, the house they live in, the means of communications they use, the kind of recreation they enjoy, all these and many other elements of culture of children, they would begin appreciating and the same would no longer be a dry mass of information, but a subject of real value to them.

Through the knowledge of physical and cultural environment of the locality, children can work out the story of the past and imagine the conditions of the distant places along with the cultural environment associated with them.

A detailed plan was also worked out to utilize the physical environment of Delhi and its neighbouring areas in the teaching of Geography at the higher secondary stage.

Bombay

IN the Schools of Bombay arrangements had been made for extra coaching in English in Standards V, VI and VII out of school hours and extra fees were allowed to be charged. The work done by teachers was considered extra work. A recent circular issued has considered this work as a part of the legitimate work of teachers for which no remuneration is due and charging of fees from the pupils for this extra teaching in English is forbidden. Government have also laid down the hours of work which a teacher is expected to do, namely, 21 hours a week.

I have taken a great deal of your time and I apologise for it. I have been carried away by the momentousness of the occasion and I have strained your patience too much. One word more, I have done. We Kannadigas have a tradition of greatness. With the Upanishadic Seers we believe that happiness is in greatness and not in littleness. This belief is manifested not only in the lives of our great ancestors but in the poetry that they wrote, the temples that they built, and the colossal statues they carved out. Even now the choice before you is between greatness and mediocrity. I hope your choice will fall on greatness. If we choose greatness we choose effort—effort which measures real achievement not in terms of luck but in terms of difficulties overcome, dangers faced and storms weathered and leads us on to deeds of imperishable glory.

OUR ASSOCIATIONS

The South Kanara District Graduate Teachers' Association, Kallianpur

A MEMORANDUM of the immediate grievances of the teachers of the State in general, and of graduate teachers in particular, was presented by the Association to the Education Minister recently for his kind and sympathetic consideration.

A. STUDY FACILITIES

The Association requests the Government to arrange condensed course for the existing Graduate Teachers in order that they might qualify themselves to handle the highest class (equivalent to the Pre-University Class) in Higher Secondary Schools, by obtaining Post-Graduate Degrees such as M.A., M.Sc., M.Com., etc.

B. SCALE OF PAY

(a) In view of the high rise in the cost of living index, the Association requests the Government to implement the scale of pay of Rs. 125-10-195-15-300 *plus* Dearness Allowance at present rates for Graduate Teachers in all the High Schools in the State.

(b) Further, the Association requests the Government to extend the Selection Grade in the scale of pay for Graduate Teachers to schools under Local Bodies and Aided Managements with immediate effect, so as

to maintain uniformity in scales of pay and allowances to Graduate Teachers, irrespective of the category of management.

C. SERVICE CONDITIONS

(a) The Association requests the Government to raise with immediate effect the age of retirement of teachers to 58, irrespective of the agency of management.

(b) The Association also requests the Government to implement the triple benefit scheme (Pension-cum-Insurance-cum-Provident Fund) to teachers of all categories.

(c) Further, the Association requests the Government to bring into force a uniform Leave Code for all teachers irrespective of the agency of management.

D. CONCESSION TO CHILDREN

The Association requests the Government to grant full fee concession to children of all teachers up to the Higher Secondary Stage.

E. GRANT-IN-AID

The Association requests the Government to arrange to pay advance grants to the managements of Aided Schools to enable them to pay the teachers serving under them in time thus avoiding hardships being caused as at present.

Gandhinagar Higher Secondary School, Bangalore

THE Teachers' Association, Gandhinagar Higher Secondary School, organised a Seminar on Higher Secondary Education on the 12th, 13th and 14th August 1960 at their school premises. At the inauguration of the function, Sri. A. C. Devegowda, D.P.I. in Mysore, addressed the members on the 'New Outlook of Secondary Education' and gave an account of the efforts that were being made by the Department to make Secondary Education more useful and efficient. Sri. Anna Rao Ganamukhi, Minister for Education, presided over the inaugural function. There were group discussions on

Social Studies, Mathematics and Science during the Seminar, and reports read at the Plenary Sessions. Significant were the popular lectures on "Science and Education" by Dr. B. R. Seshachar under the Presidency of Dr. Bhagavantam and "The Role of Character Development in Education" by Principal, V. S. Bhatia, presided over by Justice K. S. Hegde.

At the valedictory function Srimathi Grace Tucker, Deputy Minister for Education, spoke of the great progress Mysore was making in regard to Education and the problems ahead.

Teachers' College Union, Rashtriya Vidyalaya, Bangalore

THE Union celebrated with great enthusiasm the inauguration of the College Union on the 19th August 1960 under the Chairmanship of Sri. Kadidal Manjappa, Minister for Revenue, Government of Mysore. Sri. M. C.

Sivananda Sarma, Founder-Secretary of the Institution, presided. The programme included, in addition to the report of the previous year, a programme of entertainments which was highly appreciated.

School Union, Government High School, Fort, Bangalore

THE School Union was inaugurated on 19th August 1960 under the Presidency of Sri. B. Mariraj, D.D.P.I., Bangalore, when Sri. A. H. Dalvi, the D.E.O., gave a stimulating inaugural address. He exhorted the pupils to have an active year of work and

asked them to devote themselves to their lessons and duties, so that they can gain sufficient equipment to meet the demands of life when they grew into adults. The programme included the presentation of prizes and an entertainment.

Bangalore City Primary School Teachers' Association, Bangalore City

THE Association had its inaugural function celebrated with great group under the distinguished Presidency of Sri. G. P. Shivararam, Headquarters Deputy Director of Public Instruction, Bangalore, on Saturday, the 20th August 1960. It is a matter of joy that this Association, which is one of the oldest, has

been doing very good work and maintaining efficient standards. Sri. D. S. Chandra-sekhar, Inspector of Schools, City Range, is its President and G. Matamaiah, Headmaster of the Seshadripuram Primary Boys' School, its Secretary. Membership is 900.

The Primary School Teachers' Association, Civil Station, Bangalore

THE inaugural address of the Association was held on the 17th October 1960 at the St. Joseph's Indian High School Hall, Bangalore. Sri. Anna Rao Ganamukhi gave the inaugural address. In his address he commended the activities of the Teachers' Association and stated what a great and

well-knit organisation of this kind could do to develop the educational work in schools. He advised the teachers to carry on their work selflessly and fearlessly as they were the builders of the future of the country. The function was very well attended.

The Secondary School Teachers' Federation, Bangalore

THE Secondary School Teachers' Federation celebrated the inaugural function of their newly-formed Association with great enthusiasm on 14-10-1960. Sri. A. C. Deve Gowda, the Director of Public Instruction, delivered the inaugural address. In his address he highlighted the need for an association of their kind to take up the study of the problems of professional equipment, corporate thinking and teacher-needs. He further analysed the nature of the problem that Secondary School Teachers had to face, viz., the problem of restoring the educational standards in schools. He spoke with expert knowledge of the causes that have led to deterioration of late and how, with combined effort, the teachers could take up this

challenge to tide over the present-day ills in schools. He exhorted the teachers to do hard work and win the affection and regard of their pupils and the public. The gathering was significant as the meeting was attended by the Joint Directors of Public Instruction, Officials of the Department and all the Secondary Grade Teachers of the Government and Municipal and Aided Schools.

Sri. Subrahmanyam, President of the Association, welcomed the distinguished guests. Sri. T. S. Krishnamachar, Secretary, read the report of work done. Sri. K. Lakshminarayana Rao, Joint-Secretary, read the messages received and Sri. K. Sr'nivasan, Vice-President, proposed a vote of thanks.

ಸರಕಾರಿ ಹಿರಿಯ ಮೂಲಶಿಕ್ಷಣ ಶಾಲೆ, ಪಾರಾಣೆ, ಕೊಡಗು — ಈ ವರ್ಷದ ವಸಂತ ಸಾಹಿತ್ಯ ಮಹೋತ್ಸವವು ಅತ್ಯಂತ ವಿಜೃಂಭಣೆಯಿಂದ ನಡೆಸಲ್ಪಟ್ಟಿತು. ಈ ಉತ್ಸವವನ್ನು ಶ್ರೀ ಸಿ. ಕೆ. ನಾಗರಾಜರಾಯರು ಉದ್ಘಾಟಿಸಿದರು. ೩ ದಿನಗಳ ಕಾಲ ಸಮಾರಂಭವು ನಡೆಯಿತು. ಶ್ರೀ ಬಿಪ್ಪಂಡ ಎ. ಪೂವಯ್ಯನವರೂ,

ಶ್ರೀಮತಿ ಸಿ. ಬಿ. ಪೊನ್ನಪ್ಪನವರೂ, ಡಾಕ್ಟರ್ ಎ. ಎಸ್. ಕರ್ಕಿಯವರೂ, ಶ್ರೀ ಡಿ. ಎಸ್. ಕೃಷ್ಣಯ್ಯನವರೂ, ಶ್ರೀ ಬ್ರಿಗೇಡಿಯರ್ ಪೊನ್ನಪ್ಪನವರೂ ವಿವಿಧ ಕಾರ್ಯಕಲಾಪಗಳಿಗೆ ಸಭಾಧ್ಯಕ್ಷತೆ ವಹಿಸಿದ್ದರು. ಸಮಾರೋಪ ಭಾಷಣವನ್ನು ಶ್ರೀ ಎಲ್. ಎಸ್. ಶೇಷಗಿರಿ ರಾವ್‌ರವರು ಮಾಡಿದರು.

ಈ ವಸಂತ ಸಾಹಿತ್ಯೋತ್ಸವವು ಕೊಡಗಿಗೇ ಮಾದರಿ ಯಾಗಿ ನಡೆಯಿತು. ಅನೇಕ ಸಾಹಿತಿಗಳೂ, ಪ್ರೇಕ್ಷಕರೂ ಈ ಸಮಯದಲ್ಲಿ ಏರ್ಪಡಿಸಿದ್ದ ನಾಟಕ, ಸಂಗೀತ, ನೃತ್ಯ ಇನೇ ಮೊದಲಾದ ವಿನೋದಾವಳಿಗಳನ್ನು ಕಂಡು ಆನಂದಿಸಿದರು. ಶಾಲಾ ಮುಖ್ಯೋಪಾಧ್ಯಾಯರಾದ ಶ್ರೀಪತಿರಾವ್ ಪಾಲಿಮಾರ್ಕರ್‌ರವರೂ, ಅವರ ಶಾಲೆಯ ಇತರ ಅಧ್ಯಾಪಕರೂ ವಿಶೇಷ ಶ್ರಮವಹಿಸಿ ಕೊಡಗಿನ ವ:ನ್ನಣೆಯನ್ನು ನಡೆದರು.

ಕನಕಪುರದ ಮಾಧ್ಯಮಿಕ ಶಾಲೆಗಳ ಉಪಾಧ್ಯಾಯರ ಸಂಘ. — ತಾ|| ೧೦-೧೦-೧೯೬೦ ರಲ್ಲಿ ಇಲ್ಲಿಯ ರೂರಲ್ ಹೈಸ್ಕೂಲಿನ ಮುಖ್ಯೋಪಾಧ್ಯಾಯರಾದ ಶ್ರೀ ಎಲ್. ಎಸ್. ನಾರಾಯಣರಾಯರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ಸೇರಿತ್ತು. ಶ್ರೀ ಬಸವರಾಜುರವರಿಂದ ಪ್ರಾರ್ಥನೆಯಾದ ಮೇಲೆ ಸಂಘದ ಸೆಕ್ರೆಟರಿಯವರಾದ ಶ್ರೀ ಬಿ. ನಂಜುಂಡಪ್ಪ ನವರು ಸ್ವಾಗತ ಭಾಷಣ ಮಾಡಿದರು. ವ್ಯವಸಾಯದ ಉಪಾಧ್ಯಾಯರಾದ ಶ್ರೀ ಶ್ರೀನಿವಾಸಮೂರ್ತಿಗಳು ಕುವೆಂಪುರವರ “ಮಹಾರಾತ್ರಿ”ಯನ್ನು ಓದಿದರು. ಅಧ್ಯಕ್ಷರು ಸಂಘದ ಸದಸ್ಯರು ಕೇಳಿದ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟ ಕೆಲವು ಪ್ರಶ್ನೆಗಳಿಗೆ ಸೂಕ್ತ ಉತ್ತರ ಕೊಟ್ಟರು. ನಂತರ ಕೆಳಗೆ ಕಂಡ ನಿರ್ಣಯಗಳಾದವು:—

(೧) ನವೆಂಬರ್ ತಿಂಗಳಲ್ಲಿ ಸಂಘದ ಸದಸ್ಯರೆಲ್ಲರೂ ಕಣ್ಣಿಗೆ ಪ್ರವಾಸ ಹೋಗಿ ಬರತಕ್ಕದ್ದು.

(೨) ನವೆಂಬರ್ ೨೫, ೨೬, ೨೭ ರಲ್ಲಿ ನಡೆಯುವ ಮೈಸೂರು ಎಜುಕೇಷನ್ನಿನ ೨೦ ನೇ ಸಮ್ಮೇಳನಕ್ಕೆ ಸಂಘದ ಅಧ್ಯಕ್ಷರಾದ ಶ್ರೀ ಎಸ್. ರಾಮಸ್ವಾಮಿಯವರೂ ಮತ್ತು ಸೆಕ್ರೆಟರಿಯವರಾದ ಶ್ರೀ ಬಿ. ನಂಜುಂಡಪ್ಪನವರೂ ಹೋಗತಕ್ಕದ್ದು.

ನಂತರ ಶ್ರೀ ಸುಬ್ಬಕ್ಕಪ್ಪರವರಿಂದ ವಂದನಾರ್ಪಣೆ ಯಾದಮೇಲೆ ಸಂಘದ ಅಂದಿನ ಕಾರ್ಯಚಟುವಟಿಕೆ ಗಳು ಮುಕ್ತಾಯವಾದವು.

ವನಿತಾ ಹೈಸ್ಕೂಲು, ಧಾರವಾಡ. — ತಾರೀಖು ೨೧-೮-೧೯೬೦ ರಂದು ಸಂಸತ್ತಿನ ಮಂತ್ರಿಗಳ ಪ್ರತಿಜ್ಞಾ ವಿಧಿ ಸಮಾರಂಭವು ಧಾರವಾಡ ವಿಭಾಗದ ಶಿಕ್ಷಣ ಖಾತೆಯ ಡಿಪ್ಯುಟಿ ಡೈರೆಕ್ಟರಾದ ಶ್ರೀಮಾನ್ ಜಿ. ಕೆ. ಕೊಪ್ಪೀಕರ್ ಇವರ ಸಮ್ಮುಖದಲ್ಲಿ ಪ್ರೇಕ್ಷಣೀಯವಾಗಿ ನಡೆಯಿತು. ಪ್ರಾರಂಭದಲ್ಲಿ ನಾಡಗೀತೆ, ವಾದ್ಯವೃಂದ ಗಳೊಂದಿಗೆ ಮುಗಿದ ನಂತರ ಮುಖ್ಯಾಧ್ಯಾಪಕರಾದ ಕೃಷ್ಣಮೂರ್ತಿ ಜಂಕಾರವರು ಪ್ರಾಸ್ತಾವಿಕವಾಗಿ ಪ್ರಜಾ ರಾಜ್ಯವು ಸುಗಮವಾಗಿ ಯಶಸ್ವಿಯಾಗಿ ಸಾಗಬೇಕಾದರೆ

ಅದಕ್ಕೆ ಅನುಗುಣವಾದ ಪ್ರಜೆಗಳ ನಿರ್ಮಾಣವಾಗಬೇಕಾ ದರೆ ಶಾಲೆಗಳಲ್ಲಿ ಇಂಥ ಸಂಸತ್ತಿನ ಮುಖಾಂತರವೇ ಸಾಧ್ಯ. ಅದರಿಂದ ಹೊಣೆಗಾರಿಕೆ ಹೊತ್ತು ಕಾರ್ಯ ನಿರ್ವಹಿಸುವ ಚಟ ಈಗಿನಿಂದಲೇ ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಆನುವು ಮಾಡಿಕೊಡುವುದು ಸಮ್ಮ. ಕರ್ತವ್ಯವೆಂದು ತಿಳಿಸಿ ಅತಿಥಿಗಳ ಪರಿಚಯ ಮಾಡಿಕೊಟ್ಟರು. ನಂತರ ಮಂತ್ರಿಗಳು ಒಬ್ಬೊಬ್ಬರಾಗಿ ಡಿಪ್ಯುಟಿ ಡೈರೆಕ್ಟರವರ ಸಮ್ಮುಖದಲ್ಲಿ ಪ್ರತಿಜ್ಞೆಗೈದು ಪ್ರತಿಜ್ಞಾ ಪತ್ರಕ್ಕೆ ಅಂಕಿತ ಹಾಕಿದರು. ಅಮೇಲೆ ಸಂಸತ್ತಿನ ಮುಖ್ಯ ಮಂತ್ರಿಗಳು ೬೦-೬೧ರಲ್ಲಿ ಮಂತ್ರಿಮಂಡಲವು ಹಾಕಿಕೊಂಡ ಯೋಜನೆ ಯನ್ನು ಸಭೆಯ ಮುಂದೆ ಸಾದರಪಡಿಸಿತು. ನಂತರ ಡಿಪ್ಯುಟಿ ಡೈರೆಕ್ಟರವರು ಮಂತ್ರಿಗಳಿಗೂ, ವಿದ್ಯಾರ್ಥಿನಿ ವೃಂದಕ್ಕೂ ಹೊಣೆಗಾರಿಕೆಯಿಂದ ಕಾರ್ಯ ನಿರ್ವಹಿಸುವುದನ್ನು ತಿಳಿಸುತ್ತ ಇಂದಿನ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಅದರಲ್ಲಿಯೂ ವಿಶೇಷತಃ ಹೆಣ್ಣುಮಕ್ಕಳ ಹೊಣೆಗಾರಿಕೆಯು ಅತ್ಯಂತ ಮಹತ್ವವಾದುದು. ಅದರಿಂದ ವ್ಯಕ್ತಿಗತ ವಾಗಿಯೂ, ತನ್ಮೂಲಕ ಸಮಾಜಕ್ಕೂ ಅದರ ಮುಖಾಂತರ ನಾಡಿನ ಅಭಿವೃದ್ಧಿಯಾಗುವುದರಲ್ಲಿ ಸಂದೇಹವಿಲ್ಲ. ಅದು ಇಂಥ ಶಾಲಾ ಸಂಸತ್ತಿನ ಮುಖಾಂತರವೇ ಸಾಧ್ಯ ಎಂಬುದನ್ನು ಬಾಲಿಕೆಯರಿಗೆ ಮನಮುಟ್ಟುವಂತೆ ಹೇಳಿದರು. ತದನಂತರ ವನಿತಾ ಸೇವಾ ಸಮಾಜದ ಸಂಚಾಲಕವಾದ ಶ್ರೀ ಲ. ರಂ. ಪುರಾಣಿಕರವರೂ ಮತ್ತು ಸಂಸ್ಥಾಪಕಿಯರಾದ ಶ್ರೀಮತಿ ಭಾಗೀರಥೀಬಾಯಿ ಪುರಾಣಿಕರವರು, ಶ್ರೀ ಕೊಪ್ಪೀಕರ್‌ರವರು ಮೇಲಿನ ದರ್ಜೆಯವರಾಗಿ ಧಾರವಾಡಕ್ಕೆ ಮರಳಿ ಬಂದುದಕ್ಕಾಗಿ ಶುಭಾಶಯಗಳನ್ನು ಕೋರಿ ಮಾಲಾರ್ಪಣೆ, ರಾಷ್ಟ್ರಗೀತೆಯೊಂದಿಗೆ ಸಭೆ ಮುಕ್ತಾಯಗೊಂಡಿತು.

ಅಫಜಲಪುರ್ ತಾಲ್ಲೂಕಿನ ಮುಖ್ಯಾಧ್ಯಾಪಕರ ಸಭೆ ನರದಿ, ಹಿರೇಜೇವರ್ಗಿ ತಾಲ್ಲೂಕು, ಅಫಜಲ ಪುರ ತಾಲ್ಲೂಕಿನ ಎಲ್ಲ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳ ಮುಖ್ಯಾಧ್ಯಾಪಕರ ಸಭೆ ಅಫಜಲಪುರ ಹೈಸ್ಕೂಲಿನಲ್ಲಿ ಜರುಗಿತು. ಹೈಸ್ಕೂಲಿನ ಮುಖ್ಯಾಧ್ಯಾಪಕರು ಸಭೆಯ ಅಧ್ಯಕ್ಷತೆ ವಹಿಸಿದ್ದರು.

ಸಭೆ ರೇವುರ (ಚಿಕ್ಕ) ಮುಖ್ಯಾಧ್ಯಾಪಕ ಶ್ರೀ ತುಕಾರಾಮರ ಈಶಸ್ವವನದೊಂದಿಗೆ ಪ್ರಾರಂಭವಾಯಿತು.

ಗೊಬ್ಬೂರ್ ಮಿಡಲ್ ಸ್ಕೂಲಿನ ಮುಖ್ಯಾಧ್ಯಾಪಕರು ಅಂದಿನ ಸಭೆಯಲ್ಲಿ ಮುಖ್ಯ ಅತಿಥಿಗಳಾದ ಶ್ರೀ ಸಂಗಪ್ಪ, ಬಿ.ಎ., ಬಿ.ಇಡಿ., ಅಸಿಸ್ಟೆಂಟ್ ಎಜುಕೇಷನಲ್ ಆಫೀಸರ್,

ಗುಲ್ಬರ್ಗ, ಇವರ ಸ್ವಾಗತವನ್ನು ಕೋರಿ, ಶಿಕ್ಷಣರಂಗದಲ್ಲಿ ಅವರು ಮಾಡಿದ ಪ್ರಶಂಸನಾರ್ಹ ಕಾರ್ಯಗಳನ್ನು ಹೊಗಳಿದರು. ಅಭಜಲಪೂರ ತಾಲ್ಲೂಕಿನ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳಾದ ಶ್ರೀ ಹೆಚ್. ಬಸಪ್ಪ, ಬಿ.ಎ., ಬಿ.ಇಡಿ. ಅವರು ಅನಂತರ ಮಾತಾಡಿ ಮುಖ್ಯಾಧ್ಯಾಪಕರ ಸಭೆ ಏಕೆ ಕರೆಯಲ್ಪಟ್ಟಿತು ಎಂಬುದನ್ನು ಹೇಳಿ, ಅನೇಕ ಕ್ರಿಯಾತ್ಮಕ ಸೂಚನೆಗಳನ್ನು ಮುಂದಿಟ್ಟರು. ಮುಖ್ಯಾಧ್ಯಾಪಕರು ಹೊಣೆ ಅರಿತು ಕೆಲಸಮಾಡಿದಲ್ಲಿ ಶಾಲೆಯ ಸ್ಥಿತಿಯೊಂದಿಗೆ ತೀರ ಹಿಂದುಳಿದ ಹಳ್ಳಿಗಳ ಸ್ಥಿತಿ ಸುಧಾರಿಸಬಹುದೆಂದೂ, ಆ ದಿಶೆಯಲ್ಲಿ ಪ್ರಯತ್ನಿಸಿ ಕಾರ್ಯತೀಲ ರಾಗಬೇಕೆಂದೂ ಮನನೀಯ ಭಾಷಣಮಾಡಿದರು. ಅಲ್ಲದೆ ಶಾಲೆಯ ಕಾಗದಪತ್ರಗಳನ್ನು ಹೇಗೆ ಸುವ್ಯವಸ್ಥಿತವಾಗಿ ಕಾಯ್ದಿಡಬೇಕೆಂಬ ವಿಷಯವನ್ನು ತಿಳಿಯಪಡಿಸಿದರು.

ನಂತರ ಜಿಲ್ಲಾ ಉಪಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳಾದ ಶ್ರೀ ಸಂಗಪ್ಪನವರು ಶಿಕ್ಷಕರ ಕುಂದುಕೊರತೆಗಳನ್ನೂ, ತೊಂದರೆಗಳನ್ನೂ ನಿವಾರಿಸಲು ಸರ್ಕಾರವು ಹೇಗೆ ಪ್ರಯತ್ನತೀಲವಾಗಿದೆ ಎಂಬುದನ್ನು ತಿಳಿಸುತ್ತಾ ಇನ್ನು ಮುಂದೆ ಶಿಕ್ಷಕರ ಪಗಾರ ವೇಳೆಗೆ ಸರಿಯಾಗಿ ದೊರಕುವಂತೆ ಎಲ್ಲ ಬಗೆಯ ವ್ಯವಸ್ಥೆ ಮಾಡಲಾಗುವುದು, ಅಲ್ಲದೆ, ಇನ್ನು ಕೆಲವೇ ತಿಂಗಳುಗಳಲ್ಲಿ ಆಯಾ ತಾಲ್ಲೂಕಿನ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ ಕಡೆಗೆ ಪಗಾರ ಹಂಚುವ ವಿಧಾನ ಬರಲಿದೆ, ಅದರಿಂದ ಸಂಬಳ ತೀವ್ರ ದೊರೆಯುವುದೆಂಬ ಭರವಸೆಯನ್ನೀಡಿದರು.

ನಂತರ 'ಶಿಕ್ಷಣದಲ್ಲಿ ಆಟದ ಮಹತ್ವ' ಎಂಬ ವಿಷಯ ಕುರಿತು ಭಾಷಣಮಾಡಿದರು. ನಂತರ ಮಾದರಿಯ ಪಾಠಗಳು ಕೊಡಲ್ಪಟ್ಟವು.

ಹೊಸದುರ್ಗ ತಾಲ್ಲೂಕು ಬಾಗೂರು ಮಾಧ್ಯಮಿಕ ಶಾಲೆ.—ತಾ|| ೧೫-೯-೧೯೬೦ ರಲ್ಲಿ ಸರ್ ಎಂ. ವಿಶ್ವೇಶ್ವರಯ್ಯನವರ ಶತಾಬ್ದಿ ವರ್ಧಂತಿ ಉತ್ಸವವನ್ನು ಬಹಳ ವಿಜೃಂಭಣೆಯಿಂದ ಆಚರಿಸಲಾಯಿತು. ಪ್ರಾತಃಕಾಲ ಧ್ವಜಾರೋಹಣವಾದ ನಂತರ ಶಾಲಾ ವಿದ್ಯಾರ್ಥಿ ವಿದ್ಯಾರ್ಥಿನಿಯರಿಗೆ ವಿವಿಧ ಆಟದ ಸ್ಪರ್ಧೆಗಳನ್ನು ಏರ್ಪಡಿಸಲಾಗಿತ್ತು. ನಂತರ ಡಾಕ್ಟರ್ ಶ್ರೀಕಂಠಯ್ಯನವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ಸಭೆ ಸೇರಿತ್ತು. ಕುಮಾರಿ ಕಮಲಮ್ಮ, ವನಜಮ್ಮ, ನಾಗಮಣಿ ಇವರಿಂದ ದೇವರ ಪ್ರಾರ್ಥನೆಯಾದನಂತರ ಶ್ರೀ ಎಲ್. ಎನ್. ಜೋಯ್ಸರು ಡಾಕ್ಟರ್

ವಿಶ್ವೇಶ್ವರಯ್ಯನವರ ಜೀವನಚರಿತ್ರೆಯನ್ನು ತಿಳಿಸಿದರು. ಶ್ರೀ ರುದ್ರಾಚಾರ್, ಶ್ರೀ ಚಂದ್ರಪ್ಪ ಇವರಿಂದ ಭಾಷಣವಾದ ನಂತರ, ಅಧ್ಯಕ್ಷರಿಂದ ವಿವಿಧ ಸ್ಪರ್ಧೆಗಳಲ್ಲಿ ಗೆದ್ದ ಬಾಲಕ ಬಾಲಕಿಯರಿಗೆ ಬಹುಮಾನ ವಿನಿಯೋಗವಾದ ನಂತರ, ಅಧ್ಯಕ್ಷರ ಭಾಷಣ, ಶ್ರೀ ನಾಗೇಶಯ್ಯನವರಿಂದ ವಂದನಾರ್ಪಣೆಯಾದ ನಂತರ, ರಾಷ್ಟ್ರಗೀತೆ, ಸಿಹಿ ವಿನಿಯೋಗದೊಂದಿಗೆ ಸಮಾರಂಭ ಮುಕ್ತಾಯವಾಯಿತು.

ತಾ|| ೧೮-೯-೧೯೬೦ ನೇ ದಿನ ಸ್ಕೌಟ್‌ಗಳು ಶಾಲಾ ಮುಖ್ಯೋಪಾಧ್ಯಾಯರಾದ ಶ್ರೀ ಎಲ್. ಎನ್. ಜೋಯ್ಸರ ಮುಂದಾಳುತ್ವದಲ್ಲಿ “ವಾಣಿವಿಲಾಸ ಸಾಗರಕ್ಕೆ” ಪ್ರವಾಸ ಹೋಗಿದ್ದರು. ಸ್ಕೌಟ್ ಮಾಸ್ಟರ್ ನಾಗೇಶಯ್ಯನವರು ವಿವಿಧ ಆಟಗಳನ್ನು ಏರ್ಪಡಿಸಿದ್ದರು. ಪ್ರವಾಸದಲ್ಲಿ ಶಾಲೆಯ ಎಲ್ಲಾ ಉಪಾಧ್ಯಾಯರುಗಳೂ ಮತ್ತು ಪೋಷಕರಾದ ಶ್ರೀ ನಾಡಿಗ ವೆಂಕಟದಾಸಪ್ಪನವರೂ, ಶ್ರೀ ಶಾಮಣ್ಣನವರೂ ಭಾಗವಹಿಸಿ ಪ್ರೋತ್ಸಾಹಿಸಿದರು.

ತುಮಕೂರು ಜಿಲ್ಲಾ ಮಧುಗಿರಿ ತಾಲ್ಲೂಕು ಮಿಡಿಗೇರಿ ಕೇಂದ್ರದ ಪ್ರಾಥಮಿಕ ಮತ್ತು ಮಾಧ್ಯಮಿಕ ಶಾಲಾ ಉಪಾಧ್ಯಾಯರ ಸಂಘ.—ತಾರೀಖು ೩-೯-೧೯೬೦ ನೇ ಶನಿವಾರ ಸಂಘದ ಪ್ರೆಸಿಡೆಂಟರೂ, ಮಿಡಿಗೇರಿ ರೇಂಜ್ ವಿದ್ಯಾಧಿಕಾರಿಗಳೂ ಆದ ಶ್ರೀಮಾನ್ ಎಂ. ವಿ. ಕೃಷ್ಣಮೂರ್ತಿ, ಬಿ.ಎಸ್.ಸಿ., ಬಿ.ಟಿ. ರವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ನಡೆದ ಸಭೆಯಲ್ಲಿ ಕೆಳಗೆ ಕಂಡ ಠರಾವನ್ನು ಅನುಮೋದಿಸಿ, ಇಲಾಖೆಯ ಗಮನಕ್ಕೆ ತರಬೇಕೆಂದು ತೀರ್ಮಾನಿಸಲಾಯಿತು:—

“ಈಗಾಗಲೇ ವಿದ್ಯಾ ಇಲಾಖೆಯಲ್ಲಿ ಇದ್ದು ಜವರ್ವಗಳಿಗೆ ಮೇಲ್ಪಟ್ಟು ಸರ್ವಿಸ್ ಆಗಿದ್ದು ಇಲಾಖೆಯಿಂದ ಟೈನಿಂಗ್ ಚುನಾವಣೆ ದೊರೆಯದೇ ಇರುವ ಸಂದರ್ಭದಲ್ಲಿ ಅಂತಹ ಉಪಾಧ್ಯಾಯರುಗಳು ಸ್ವಂತ ವ್ಯಾಸಂಗಿಗಳಾಗಿ ಟೈನಿಂಗ್ ಪರೀಕ್ಷೆಗಳಿಗೆ ಪ್ರೈವೇಟ್‌ನಲ್ಲಿ ಕುಳಿತು ಕೊಂಡು ಉತ್ತೀರ್ಣರಾದವರಿಗೆ ಬೇರೆಯವರಿಗೆ ಅಂದರೆ ಸ್ವಂತ ಖರ್ಚಿನಲ್ಲಿ ಟೈನಿಂಗ್ ಆಗಿ ಇಲಾಖೆಗೆ ಹೊಸದಾಗಿ ಸೇರುವವರಿಗೆ ಸರ್ಕಾರದವರು ಕೊಡುವಂತೆ ಇವರುಗಳಿಗೂ ಕೂಡಾ ಎರಡು ಮುಂದಿನ ಬಡ್ತಿಗಳನ್ನು ಕೊಡುವಂತೆ ಸರ್ಕಾರಕ್ಕೆ ಸಿಫಾರಸ್ ಮಾಡಬೇಕು.”

BOOK REVIEWS

As You Like It—with Notes. (Published by the Little Flower Company, Madras) Pp. 384. Price Rs. 4-50.

The Little Flower Company has earned an unenviable reputation as a Master Publishing Company with a special emphasis on the needs of students appearing for examinations. Their publications are not only popular, but exhaustive in detail and presentation. "*As You Like It*" is one among the many other Shakespearian dramas edited and published by this Company. The most interesting feature of the book is that this is a Text-book, an Annotation and a Student guide all in one. The language is quite within the pupils' comprehension and is faultless. The Annotations are to the point and crisp in expression. The character sketches, written in simple language, present the pictures of the persons intimately. A large number of topics are chosen for criticism and comment. A useful supplement is attached.

The pupil will be enriched in interpreting Shakespeare and understanding the drama well if he goes through the pages of this book.

We commend this book for being kept in every library of a High School and a College and feel that its usefulness will be immense. For pupils preparing for examinations it is very helpful.

D. VISWESWARAIYA.

Pre-School Education. (Education Abstracts)
Vol. XII, No. 1, 1960.

No one nowadays questions the usefulness of kindergartens and the important role they play in children's education. In fact, many educators recognize that the problem of the "difficult" pupil is often the result of a poor pre-school education or of the lack of any such training in early years.

Yet the idea that supervised games for young children may have an educational value is relatively new: its origins date back to the beginning of the Nineteenth Century and the work of Friedrich Froebel, pioneer of the kindergarten movement. In little more than 100 years, centres for pre-school education have sprung up in many parts of the world. A study of their development made by Mrs. Millie Almy, of the Teachers' College, Columbia University, New York, has

been published by UNESCO in its *Education Abstracts* series.

Mrs. Almy indicates some of the aims which these kindergartens, nursery schools and pre-school centres set out to achieve. Some institutions emphasize training which is designed to enhance later academic work. Others are more concerned with the total development of the child, stressing the physical, emotional and social aspect as much as mental development. Some give top priority to health and physical needs. And very often the pre-school institution is regarded as a centre for the education of parents as well as their children.

All educators, however, stress certain common concerns which include both the physical development of the child and that of his personality, particularly his emotional development. They all agree that the child's learning experiences in his early years have a great influence on his later development. They recognize too the need to establish close contact between the school and the family, or to enable the school to take over certain family functions more effectively.

After a brief study of research being carried on in various countries, Mrs. Almy analyzes the social and pedagogical aims of pre-school education in which, she points out, education and welfare services must necessarily combine their efforts.

As regards the programmes offered in pre-school institutions, specialists differ on the extent to which the teacher should participate in or direct the child's play, but they share the conviction that children learn much through play, and that games may serve as a means of emotional expression. Music, art, creative activities of varying sorts are included in almost all programmes. Mrs. Almy goes on to add: "In a world which is increasingly mechanized and automatized, one may well look to the pre-school institution to help children to understand through their own exploration and experimentation the fundamental lawfulness of the universe in which they live."

Included with Mrs. Almy's study is a selective bibliography of works which have been published in 26 countries on the five continents. The bibliography has been compiled with the assistance of national committees affiliated to the World Organization

for Early Childhood Education and from several Ministries of Education.—UNESCO.

Wall Chart—Orlon. Number of colours 4. Size 30" × 20". (Educational Productions Limited. East Ardsley, Wakefield, Yorkshire, England). Price 5 sh. overseas.

The chart has been prepared for the use of students. In a series of clear diagrams the raw materials used in the manufacture of an acrylic fibre, the process of manufacture, the characteristics of the fibre, and how it is used in indoor and outdoor garments, are well represented. This chart is published in collaboration with the DuPont Co. (U.K.) Ltd., the manufacturers of Orlon.

A very useful teaching aid for use in schools and colleges.

D. VISWESWARAIYA.

Secondary Science for Tropical Schools, Book I. By J. H. Pheasant and J. D. Clarke (Published by George Allen and Unwin Ltd., London). Pp. 118.

The Course of Secondary Science for Tropical Schools consists of two pupils' books. The present volume is the Book I of the series. The authors have emphasised the need for a new approach in the teaching of science in our schools. The logical way has to be superseded by the practical and observational method. In this machine-age the children come to schools with a special equipment enabling them to understand the things around us in a far better way than the children a generation or two back. So the teacher has to capitalize the situation and make science a living study full of intimate details and precise data. The practical handling of the hand-lens, spring balance, hydraulic pumps, electric insulators, the refrigerator, and the like, give the present-day pupil immense possibilities of quick study and rapid assimilation of ideas. The abstract ideas are dealt with in the simplest manner stimulating further study in the subject. Book I deals with the methods and some of the tools of science; the air around us; the air and living things; living and non-living things; finding out about plant life; the human body; and some of the machines we use.

Book II deals with water and living things; more about water; the earth and its neighbours in space; finding out about animal

life; light energy from the sun; heat energy and electric energy.

The one outstanding feature of the book is the numerous illustrations beautifully portrayed. In the questions selected for study at the end of each chapter the authors suggest things which the pupils can do independently, thus continuing the revival of interest in the subjects of study.

This is one of the finest books of science written for young children in modern schools.

G. S. SRIKANTESWAR.

Indian Education Abstracts—Vol. 6, No. 1, January-March 1960. (Published by the Ministry of Education, Government of India).

The *Indian Education Abstracts* are arranged under a few broad subject headings and cover the almost entire range of Educational topics. The several learned articles appearing in the *Educational Journals* are indexed, reviewed and presented for the benefit of the discerning educationist. Its service to a student who is interested in the development of his knowledge is immense.

D. VISWESWARAIYA.

Film Strips (1) The Italian School 1240-1610 in Colour. 29 frames. Price 27 sh. 6 d.

In a series of films under the title *Art through the Ages* series, this is the second in the list. The paintings reproduced in this colour strip have been taken from the world famous collections housed in the Uffizi gallery and Pitti Palace in Florence, the home of very many paintings of the Italian schools. The producers Messrs. Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire, are Pioneers in this field.

D. VISWESWARAIYA.

Scoring Goals. (Soccer Coaching). 26 frames. Price 16 sh. 6 d.

This is the last of a series of six film strips produced by the Football Association. This is to illustrate correct positioning in attack and to illustrate how the defence can be beaten. It is significant that these illustrations are taken from international games. Methods of attacking play and shooting skill are demonstrated by international players in actual games. They give a good idea of how teamwork is organised and of the part played by individuals in developing the attacking patterns which lead to goals.

Released by the Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

D. VISWESWARAIYA.

International Children's Art in Colour (Art Appreciation Series). 29 frames. Price 27 sh. 6 d.

This film strip contains a selection of paintings and drawings from an International Exhibition of Children's Art organised by the daily worker. The selection was made and the works were photographed by the Regional College of Art in Manchester. The work is arranged in a sequence of age groups and shows a steady development of national art characteristics in each group.

The strip will be of particular interest to all who teach and who are concerned with the encouragement of child art, especially teachers in primary and secondary modern schools and colleges where Teachers' Training Courses are held.

Produced by the Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire.

D. VISWESWARAIYA.

A Provisional List of Technical Terms in Hindi—Physical Geology. (Published by the Ministry of Education, Government of India), 1960.

This is the third provisional list in the series of *Terminologies in Geology and Geography in Hindi*. This list is supplemental to the two pamphlets already produced and covers the entire portion under physical geology taught in the Degree courses of the Indian Universities.

A distinct progress has been achieved in standardising the technical terminology to be used by schools and colleges and writers of books for the use of pupils.

D. VISWESWARAIYA.

How it Works—A Series of Books I to IV: Magnets; Pulleys; Levers; and Rollers, Wheels and Ramps. By Edna Johnson. Illustrated by Anyon Cook. (Published by Basil Blackwell, Oxford. Supplied by Messrs. Macmillan & Co., Madras).

The above series written for the use of children are very original in their approach and well planned in their execution. In simple language the working of the well-known and popular machines is explained. The illustrations have been very apt and educative.

These books will be very popular in the hands of children. We recommend the use of such little books as supplementary reading books in primary schools.

D. VISWESWARAIYA.

ಸಮಾಜ ಅಭ್ಯಾಸ ಪಾಠಗಳು—ಶ್ರೀ ಬಿ. ಕೆ. ಹಿರಿಯಣ್ಣ, ಎಂ.ಎ., ಬಿ.ಟಿ. ಈ ನೇ ತರಗತಿಗಳ ಉಪಯೋಗಕ್ಕಾಗಿ ಬರೆದದ್ದು. (ಭಾರತ ಕಿತಾಬ್ಸ್, ಬೆಂಗಳೂರು ಸಿಟಿ). ಬೆಲೆ: ೧-೭೫ ರೂಪಾಯಿ.

ಇತ್ತೀಚೆಗೆ ನಮ್ಮ ಪಾಠಕ್ರಮಗಳಲ್ಲಿ ಬಹಳ ಬದಲಾವಣೆಗಳನ್ನು ಮಾಡಿ ಸಮಾಜ ಶಾಸ್ತ್ರಕ್ಕೆ ಒದಗಬೇಕಾದ ತಕ್ಕ ಸ್ಥಾನವನ್ನು ಗಳಿಸಿಕೊಟ್ಟಿದೆ. ವಿದ್ಯಾಭ್ಯಾಸವು ಜೀವನದೊಂದಿಗೆ ಹೊಂದಾಣಿಕೆಯನ್ನು ಹೊಂದಿರಬೇಕಾದುದೇ ಅಲ್ಲದೆ ಪ್ರತಿವ್ಯಕ್ತಿಯೂ ಜೀವನದಲ್ಲಿ ಸ್ವಂತ ಅನುಭವಗಳನ್ನು ಹೊಂದಿ ವಿಷಯ ಜ್ಞಾನವನ್ನು ಹೊಂದಬೇಕೆಂಬ ತತ್ವವನ್ನು ಎಲ್ಲರೂ ಒಪ್ಪಬೇಕಾಗಿದೆ. ಈ ತತ್ವಕ್ಕನುಸಾರವಾಗಿ ಚರಿತ್ರೆ, ಭೂಗೋಳ, ಸಮಾಜ ಶಾಸ್ತ್ರ, ರಾಜಕೀಯ ಜ್ಞಾನ ಇವುಗಳನ್ನು ಪ್ರತ್ಯೇಕ ಪ್ರತ್ಯೇಕವಾಗಿ ಮಾಡಿ ಕಲಿಯಲು ಸಾಧ್ಯವಿಲ್ಲ. ಒಂದಕ್ಕೊಂದು ಸಮನ್ವಯ ಹೊಂದಿವೆ. ಆದ್ದರಿಂದ ಪಾಠಕ್ರಮದಲ್ಲಿ ಒಂದು ಹೊಸ ದಾರಿ, ಹೊಸ ಪದ್ಧತಿಯನ್ನು ಉಪಯೋಗಿಸಬೇಕಾಗಿದೆ.

ಈ ತತ್ವಗಳನ್ನು ಸರಿಸಿ ಶ್ರೀ ಹಿರಿಯಣ್ಣನವರು ಒಂದು ಪುಸ್ತಕವನ್ನು ನಮ್ಮ ಪ್ರೌಢ ತರಗತಿಗಳ ಉಪಯೋಗಕ್ಕಾಗಿ ರಚಿಸಿದ್ದಾರೆ. ವಿಷಯಗಳನ್ನು ತಕ್ಕ ರೀತಿಯಲ್ಲಿ ಮಕ್ಕಳ ಬೋಧನೆಗಾಗಿ ಅನುಕೂಲವಾಗುವಂತೆ ವಿಂಗಡಿಸಿದ್ದಾರೆ. ಶೈಲಿ ಸುಲಭವಾಗಿದೆ. ಅನೇಕ ಚಿತ್ರಗಳಿಂದ ಸುಲಭ ಜ್ಞಾನಾರ್ಜನೆಗೆ ಅವಕಾಶವನ್ನು ಕೊಟ್ಟಿದ್ದಾರೆ. ಎಲ್ಲೆಲ್ಲಿ ಸಾಧ್ಯವೋ ಅಲ್ಲೆಲ್ಲಾ ಆಧುನಿಕ ರೀತಿಯ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೊಟ್ಟು ಸಹಾಯಮಾಡಿದ್ದಾರೆ. ಒಟ್ಟಿನಲ್ಲಿ ಈ ಪುಸ್ತಕವು ಮಕ್ಕಳ ಉಪಯೋಗಕ್ಕೂ, ಉಪಾಧ್ಯಾಯರು ತಮ್ಮ ಪಾಠಕಾರ್ಯಗಳಲ್ಲಿ ಪರಿಶೀಲಿಸುವುದಕ್ಕೂ ಯೋಗ್ಯವಾಗಿದೆ.

ಡಿ. ವಿಶ್ವೇಶ್ವರಯ್ಯ.

ಸುಮತಿ—ನ್ಯಾಷನಲ್ ಹೈಸ್ಕೂಲ್ ಪತ್ರಿಕೆ, ಫೆಬ್ರವರಿ ೧೯೬೦.

ಈ ಪತ್ರಿಕೆಯು ಪುನರುಜ್ಜೀವನವನ್ನು ಹೊಂದಿರುವುದು ನಮ್ಮೆಲ್ಲರಿಗೂ ಸಂತೋಷದ ಸಂಗತಿ. ಒಂದು ಪಾಠಶಾಲಾ ಪತ್ರಿಕೆಯು ಮಕ್ಕಳಲ್ಲಿ ಹುಡುಗಿರುವ ಶಕ್ತಿಗಳನ್ನು

ಹೊರಗಡಿಸುವುದೇ ಅಲ್ಲದೆ, ಪಾಠಶಾಲೆಯ ದೈನಂದಿನ ಕೆಲಸ ಕಾರ್ಯಗಳಿಗೂ ಒಂದು ಉತ್ತೇಜನವನ್ನು ಕೊಡುತ್ತದೆ. ಮಕ್ಕಳು ತಮ್ಮ ಸಂಘಶಕ್ತಿಯ ಭಾವಗಳನ್ನೂ, ತಮ್ಮದೇ ಆದ ಕೃತಿಗಳನ್ನು ಅಚ್ಚಿನಲ್ಲಿ ನೋಡಿ ಆನಂದಪಡುವ ಸೌಭಾಗ್ಯವನ್ನೂ ಪಡೆಯುತ್ತಾರೆ. ಈ ಸಂಚಿಕೆಯಲ್ಲಿ ಅನೇಕ ವಿಚಾರಪೂರಿತವಾದ ಲೇಖನಗಳನ್ನು ಮಕ್ಕಳೇ ಬರೆದಿದ್ದಾರೆ. ಸಂಪಾದಕ ಮಂಡಲಿಯವರು ಮನಸ್ಸು ಮಾಡಿದರೆ ಇದನ್ನು ಶಾಶ್ವತವಾಗಿ ನಡೆಯಿಸಿಕೊಂಡು ಬರುವುದು ಕಷ್ಟವಲ್ಲವೆಂದು ಭಾವಿಸುತ್ತೇನೆ. —ಡಿ.ವಿ.

ಶಿಕ್ಷಣ ವಿಕಾಸ—ತೈಮಾಸಿಕ ಪತ್ರಿಕೆ. ವಿಜಾಪುರ ಜಿಲ್ಲಾ ಮಾಧ್ಯಮಿಕ ಶಾಲಾ ಮುಖ್ಯ ಅಧ್ಯಾಪಕರ

ಸಂಘದ ಆಶ್ರಯದಲ್ಲಿ ಪ್ರಚಾರಮಾಡಲ್ಪಟ್ಟಿದೆ. ಸಂಪುಟ ೩, ಸಂಚಿಕೆ ೨, ಜನವರಿ ೧೯೬೦.

ಈ ಪತ್ರಿಕೆಯನ್ನು ಅತ್ಯಂತ ಸಾದರದಿಂದ ಸ್ವಾಗತಿಸುತ್ತೇನೆ. ಅಧಿಕ ಉಪಯುಕ್ತವಾದ, ಉಪಾಧ್ಯಾಯರ ದಿನವಹಿ ಚಟುವಟಿಕೆಗಳಿಗೆ ಹೊಂದಿಕೆಯಾಗಿರುವ ಅನೇಕ ಉತ್ತಮ ಲೇಖನಗಳನ್ನು ಒಳಗೊಂಡು ಉಪಾಧ್ಯಾಯರ ಉಪಯೋಗಕ್ಕಾಗಿ ಹೊರಟಿರುವ ಪತ್ರಿಕೆಯಿದು. ಸೆಕೆಂಡರಿ ಶಾಲೆಗಳ ಡಿಸ್ಟ್ರಿಕ್ಟ್ ಬೋರ್ಡ್, ಬಿಜಾಪುರದ ಬೆಂಬಲವು ದೊರಕಿರುವುದನ್ನು ತಿಳಿದು ಸಂತೋಷಿಸುತ್ತೇನೆ. ಎಲ್ಲಾ ಡಿಸ್ಟ್ರಿಕ್ಟ್ ಬೋರ್ಡುಗಳೂ ಇದೇ ರೀತಿಯಲ್ಲಿ ಪ್ರೋತ್ಸಾಹ ಮಾಡುವುದು ಅತ್ಯವಶ್ಯಕ. ಈ ಪತ್ರಿಕೆಯು ಇತೋಪ್ಯತಿ ಶಯವಾಗಿ ಕೆಲಸಮಾಡಲೆಂದು ಹಾರೈಸುತ್ತೇನೆ. —ಡಿ.ವಿ.

LETTERS TO THE EDITOR

P.S.C. Lists and Recruitment of Primary School Teachers

Sir,—Regarding the posting of teachers in the Department, only trained teachers are given the topmost preference for appointments while the enlisted training failed and untrained candidates are neglected although the P.S.C. enlisted than even 5 or 10 years earlier. There appears to be no chance for them to get their appointments even in their life time. In these lists there are S.S.L.C.'s and M.S. and L.S. passed candidates. I request that, through your best offices, you will recommend to the Government that either in the shape of a simple ratio basis or by any other procedure all the candidates now enlisted are appointed immediately. In this way this will give at least honour to the list recommended by the P.S.C.

Yours faithfully,
Suffering Candidate,
Hoskote.

[The Department is requested to take up the question of solving this grievance speedily.—Editor.]

Permission to appear for Teachers' Certificate (Higher) by Private Study of the Middle School Teachers

Sir,—I write to request you to be kind enough as to make a reference to the D.P.I. and the P.S.C. as well as the Deputy Commissioner for Examinations in the matter of allowing teachers of Middle Schools to appear for the T.C. (Higher) by private study without involving any kind of extra cost to Government except considering the leave of absence as days on other duty.

This will go a long way in improving the status of teachers and in making them more proficient in their work.

Teachers,
Molakalmuru Taluk.

[We wholeheartedly support the representation and their representation will bring a great relief both to the teachers and the Department.—Editor.]

NOTICE

Due to some unavoidable circumstances the Mysore State Educational Conference scheduled to take place on the 25th, 26th and 27th November 1960 is postponed. The

exact date of the holding of the Conference shall be notified in due course.

T. V. ANANTHACHAR,
Secretary.

ಅಭಿನಯಿಸಬಹುದಾದ ನಾಟಕಗಳು

ಮತ್ತು

ನಾಟಕದ ವಿಷಯಗಳು

ಶ್ರೀ ಆರ್. ಬಿ. ಲಕ್ಷ್ಮೀಶ್ವರ, ಎ.ಡಿ.ಇ.ಐ., ಬಿಜಾಪುರ

ಈ ಮೊದಲು ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳಿಗೆ ಕಲಿಸುವ ಅಭ್ಯಾಸಪತ್ರಿಕೆಯಲ್ಲಿ ಸಾಂಸ್ಕೃತಿಕ ಚಟುವಟಿಕೆಗಳಿಗೆ ಮಹತ್ವ ಕೊಟ್ಟಿದ್ದರೂ ಆ ಚಟುವಟಿಕೆಗಳಿಗೆ ಒಂದು ಕಟ್ಟುನಿಟ್ಟು ಇದ್ದಿಲ್ಲ. ವಿಶೇಷ ಉತ್ಸವಪ್ರಸಂಗಗಳಲ್ಲಿ, ಸಪ್ತಾಹಗಳಲ್ಲಿ, ದಿನಾಚರಣೆಗಳಲ್ಲಿ, ಜಯಂತಿ-ಪುಣ್ಯತಿಥಿಗಳಲ್ಲಿ ಕಾರ್ಯಕ್ರಮಗಳು ಜರುಗುತ್ತಿದ್ದರೂ ಅವುಗಳಿಗೆ ಒಂದು ಮನರಂಜನೆಯ ಸ್ವರೂಪ ಬರುತ್ತಿತ್ತಲ್ಲದೆ ಅವು ಶಾಲೆಯ ಸರ್ವಾಂಗೀಣ ಪ್ರಗತಿಯ ದ್ಯೋತಕವಾಗಿರಲಿಲ್ಲ. ಹೀಗೆ ಅವು ನೈಮಿತ್ತಿಕವಾಗಿ ಜರುಗುವ ಚಟುವಟಿಕೆಗಳಾಗಿದ್ದವು. ಅವುಗಳಿಗೆ ಪೂರೈಸಲಾಗುತ್ತಿದ್ದ ವಿಷಯದ ಮಟ್ಟವೂ ತೃಪ್ತಿಕರವಿರಲಿಲ್ಲ. ಇದಕ್ಕೆ ಮುಖ್ಯ ಕಾರಣವೆಂದರೆ ಅಂಥ ವಿಷಯದ ಕೊರತೆ ಎಂದು ಹೇಳಬೇಕಾಗುತ್ತದೆ.

ಕನ್ನಡದಲ್ಲಿ ನಾಟಕಗಳು ಹೇರಳವಾಗಿ ಇದ್ದರೂ ಶಾಲೆಯಲ್ಲಿ ಬಾಲಕರು ಅಭಿನಯಿಸಬಹುದಾದ ನಾಟಕಗಳು, ನಾಟ್ಯ ಛಟೆಗಳು ತೀರ ಕಡಿಮೆಯೇ ಎಂದು ಹೇಳಬೇಕು. ಬಾಲಕರು ಅಭಿನಯಿಸಲು ಯೋಗ್ಯವಾದ ವಸ್ತುಗಳನ್ನು ಇಟ್ಟುಕೊಂಡು ನಾಟಕಗಳು ಬರೆಯಲ್ಪಟ್ಟಿಲ್ಲ. ಅಂಥ ಬಾಲಸಾಹಿತ್ಯ ನಮ್ಮಲ್ಲಿ ಕಡಿಮೆ.

ಶ್ರೀ ಅ.ನ.ಕೃ. ಅವರು ಬರೆದ “ಬಾಲಶಿವಾಜಿ”, ಶ್ರೀ ಕೆ. ವಿ. ಪುಟ್ಟಪ್ಪನವರ “ನನ್ನ ಗೋಪಾಲ” ಈ ದಿಶೆಯಲ್ಲಿ ಉತ್ತಮ ಕೃತಿಗಳಾದರೂ ಅವುಗಳ ಸಂಖ್ಯೆ ಕಡಿಮೆ.

ಈಗ ೧-೨ ಇಯತ್ತಿಗಳಿಗಾಗಿ ಪ್ರಸಿದ್ಧವಾದ ಮೈಸೂರು ವಿದ್ಯಾಪಾಠೆಯ ಅಭ್ಯಾಸಪತ್ರಿಕೆಯಲ್ಲಿ ನಾಟಕಗಳಿಗೆ ವಿಶೇಷ ಗಮನ ಕೊಡಲಾಗಿದೆ. “Acting simple dramas should form a regular part of the social school programme” (ನಾಟಕಗಳನ್ನು ಅಭಿನಯಿಸುವದು ಶಾಲೆಯ ನಿಯಮಿತ ಚಟುವಟಿಕೆಗಳಲ್ಲೊಂದಾಗಿರಬೇಕು) ಎಂದು ನಾಟಕಗಳ ವಿಷಯದಲ್ಲಿ ಬರೆಯಲಾಗಿದೆ. ರಂಗಮಂಟಪದ ಸಿದ್ಧತೆ ಮಾಡುವುದು, ಬಣ್ಣ ಬಳಿದುಕೊಳ್ಳುವ ವಿರ್ಪಾಡು ಮಾಡುವುದು, ಭಾವೋದ್ರೇಕದಿಂದ ನಟಿಸುವುದು ಇವೆಲ್ಲವುಗಳನ್ನು ಬಾಲಕರು ಸ್ವಂತ ಪ್ರಯತ್ನದಿಂದ ಮಾಡಿಕೊಂಡು ಅದರಲ್ಲಿ

ಅನುಭವ, ಪ್ರಾವೀಣತೆ ಪಡೆಯಬೇಕು. ಇದಕ್ಕೆ ಶಿಕ್ಷಕರು ಎಲ್ಲ ರೀತಿಯಿಂದಲೂ ನೆರವಾಗಬೇಕೆಂದಿದೆ.

ಬಾಲಕರ ವಯೋಮಾನ, ಬುದ್ಧಿಮತ್ತೆ, ಅಭಿರುಚಿ, ಅನುಭವದ ಆಳ, ಆದರ್ಶ ಮುಂತಾದುವುಗಳನ್ನು ಗಮನಿಸಿ ಕೆಳಗೆ ಕಾಣಿಸಿದ ವಸ್ತುಗಳನ್ನು ನಾಟಕಕ್ಕಾಗಿ ಆಯ್ದುಕೊಳ್ಳಬೇಕೆಂದಿದೆ:—

೧. ಗ್ರಾಮದಲ್ಲಿ ಅಥವಾ ಶಾಲೆಯಲ್ಲಿ ಕೃಷಿಹಿನ್ನೆಲೆಯಾಗಿದ್ದ ವಿಷಯಗಳು.

೨. ಪುರಾಣ, ದಂತಕತೆಗಳೊಳಗಿನ ಮುಖ್ಯ ಸಂಗತಿಗಳು ಮತ್ತು ಸಂತರ, ಧರ್ಮಪ್ರವೃತ್ತತರ ಜೀವನದಲ್ಲಿಯ ಮುಖ್ಯ ಘಟನೆಗಳು.

೩. ಪರದೇಶದಲ್ಲಿಯ ಬಾಲಕರ ಜೀವನವನ್ನು ನಿರೂಪಿಸುವ ನಾಟಕಗಳು.

ಈಗ ಪ್ರಕಟವಾದ ಅಭ್ಯಾಸಪತ್ರಿಕೆಯಲ್ಲಿ ಇವುಗಳ ಬಗ್ಗೆ ಹೆಚ್ಚಿನ ವಿವರಗಳನ್ನು ಕೊಡಲಾಗಿದೆ ಮತ್ತು ಹಬ್ಬಗಳನ್ನೂ, ಜಾತಿಗಳನ್ನೂ, ಉತ್ಸವಗಳನ್ನೂ ನಿರ್ದಿಷ್ಟ ಪಡಿಸಲಾಗಿದೆ. ಅಭ್ಯಾಸಪತ್ರಿಕೆಯಲ್ಲೂ ವರ್ಗೀಕರಣ ಇಂತಿದೆ:—

ಇಂಥ ಕೆಲವೊಂದು ವಿಷಯವನ್ನೂ, ವರ್ಗೀಕರಣವನ್ನೂ ಇಲ್ಲಿ ಕೊಡಲಾಗಿದೆ. ಇದಲ್ಲದೆ ಅಗೋಚರವಾದ ನಾಡಿನ ಮೂಲೆಮೂಲೆಗಳಲ್ಲಿ ಬೆಳಕು ಕಾಣದೆ ಇದ್ದ ವಿಷಯಗಳನ್ನು ಪ್ರಸ್ತುತ ವಿಷಯಗಳಿಗೆ ಜೋಡಿಸಬಹುದು.

ನಾಟಕ ಕ್ಷೇತ್ರವು ವಿಶಾಲವಾದಂತೆಲ್ಲ ಹೊಸ ಪ್ರಯೋಗಗಳೂ ನಡೆದಿವೆ. ನಮ್ಮಲ್ಲಿಯ ಬಾಹ್ಯಲೋಕದ ಮುಖಾಂತರ ಮನೆಯಲ್ಲಿ ಕುಳಿತುಕೊಂಡು ಜ್ಞಾನಾರ್ಜನೆ ಮಾಡಿಕೊಳ್ಳಬಹುದಾಗಿದೆ. ನಾಟಕಗಳಲ್ಲಿ ಕೆಳಗಿನಂತೆ ವರ್ಗೀಕರಣ ಮಾಡಬಹುದು:—

೧. ರಂಗಮಂಟಪದ ಮೇಲೆ ಅಭಿನಯಿಸಲ್ಪಡುವ ನಾಟಕಗಳು (i) ಸಾಭಿನಯ ನಾಟಕಗಳು, (ii) ಮೂಲ ಅಭಿನಯ ನಾಟಕಗಳು.

೨. ರೇಡಿಯೋಗಳಲ್ಲಿ ಪ್ರಸಾರವಾಗುತ್ತಿರುವ ನಾಟಕಗಳು.

ನಾಟಕಗಳನ್ನು ಬರೆಯುವಾಗ ನಾಟಕಕಾರನು ಎರಡು ದೃಷ್ಟಿಯಿಂದ ಉದ್ದೇಶವನ್ನಿಟ್ಟುಕೊಂಡು ಬರೆಯುತ್ತಾನೆ:

೧. ನಾಟಕದಲ್ಲಿಯ ಸನ್ನಿವೇಶ, ಶೈಲಿ, ಸಂಭಾಷಣೆ, ತತ್ಪ್ರಮೋದಲಾದುವುಗಳನ್ನು ನಿಭಾನವಾಗಿ ಅರಿತುಕೊಂಡು ಓದಬೇಕು.

೨. ನಾಟಕದಲ್ಲಿ ಬರುವ ಪಾತ್ರಗಳ ವ್ಯಕ್ತಿತ್ವವನ್ನು, ಭಾವನೆಗಳನ್ನು ಅಭಿನಯಿಸಲ್ಪಟ್ಟಾಗ ನೋಡಿ ಆನಂದ ಪಡೆಯುವರು.

ಜೀವಂತ ವ್ಯಕ್ತಿಗಳ ಬಗ್ಗೆ ಬರೆಯಲ್ಪಟ್ಟ ನಾಟಕಗಳು ಪರಿಣಾಮಕಾರಿಯಾಗುವುದಿಲ್ಲವೆಂದು ಮೂಕ ಅಭಿನಯದ ತಂತ್ರವನ್ನು ಪ್ರಯೋಗದಲ್ಲಿ ತರಲಾಗಿದೆ. ಸಾಂಕೇತಿಕ ವಾಗಿ ಕೂಡ ಇಂಥ ಅಭಿನಯಗಳನ್ನು ಮಾಡಲಿಕ್ಕೆ ಬರುತ್ತದೆ. ಇದಕ್ಕೆ ಹಿನ್ನೆಲೆಯ ಗೀತೆ, ಗಾಯಕ, ವಾದ್ಯ ಇವೇ ಮುಖ್ಯ.

ಸಾಮಾನ್ಯ ಗದ್ಯಕ್ಕಿಂತ ಹೆಚ್ಚು ಪರಿಣಾಮಕಾರಿಯಾಗ ಲೆಂದು ಸ್ವಚ್ಛಂದವನ್ನು ಉಪಯೋಗಿಸಿ ಬರೆದ ನಾಟಕ ಗಳೂ ಇವೆ: ಶ್ರೀಕೆ.ಟಿ. ಪುರಾಣಿಕ ಅವರ (i) ಸೈರಂಧ್ರಿ, (ii) ಉತ್ತರಕುಮಾರ.

ಶ್ರೀ ಕೆ. ವಿ. ಪುಟ್ಟಪ್ಪನವರ “ರಕ್ತಾಕ್ಷಿ”ಗಳನ್ನು ಅಚರಿಸಬೇಕಾದ ಪ್ರಸಂಗಗಳ ವಿವರಣೆ

೧. ರಾಷ್ಟ್ರೀಯ ಹಬ್ಬಗಳು ಮತ್ತು ಸಪ್ತಾಹಗಳು.

೨. ಮಹಾಪುರುಷರ ಜಯಂತಿಗಳು.

೩. ಎಳೆತನದಲ್ಲಿ ಖ್ಯಾತಿವೆತ್ತು ಅದರ್ಶರಾದ ಬಾಲಕರ ಕಥೆಗಳು.

೪. ಸಾಮಾಜಿಕ-ಧಾರ್ಮಿಕ ಪ್ರಸಂಗಗಳು ಮತ್ತು ಸುಗ್ಗಿ ಸೊಬಗು.

ಮೇಲೆ ಕಾಣಿಸಿದ ವಿಷಯಗಳು ಸೂಚಿಸಲ್ಪಟ್ಟಿದ್ದರೂ ಆ ವಿಷಯಗಳನ್ನು ತಳಹದಿಯಾಗಿಟ್ಟುಕೊಂಡು ಬರೆದ ಉತ್ತಮ ನಾಟಕಗಳಿಲ್ಲ. ಆದ್ದರಿಂದ ಅಂಥ ಸಾಹಿತ್ಯ ನಮ್ಮಲ್ಲಿ ನಿರ್ಮಾಣವಾಗಬೇಕಾಗಿದೆ. ಅದಕ್ಕೆ ಕೆಳಗಿನ ಉಪಾಯಗಳನ್ನು ಕೈಗೊಳ್ಳಬಹುದು:—

೧. ವಿಷಯಗಳನ್ನು ಕೊಟ್ಟು ಉತ್ತಮ ಬರಹವೆಂದು ತೀರ್ಮಾನಿಸಲ್ಪಟ್ಟ ಕೃತಿಗೆ ಸಂಭಾವನೆ ಕೊಡುವುದು.

೨. ವಿದ್ಯಾ ಇಲಾಖೆಯವರು (ಶಾಖೆ) ಪಂಡಿತರಿಂದ ಬರೆಯಿಸುವುದು.

ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳಲ್ಲಿ ಎಲ್ಲ ಇಯತ್ತೆಗಳಲ್ಲಿ ಅಭಿ ನಯಿಸಬೇಕಾದ ನಾಟಕಗಳು ಆಯಾ ಇಯತ್ತೆಗಳ ಬಾಲಕರ ಅಭಿರುಚಿ ಮತ್ತು ಮಟ್ಟಕ್ಕನುಸರಿಸಿ ಬರೆಯ

ಲ್ಪಡಬೇಕು. ಮೊದಲು ಕನ್ನಡ ನಾಡಿಗೆ ಪ್ರಾಧಾನ್ಯ ಕೊಟ್ಟು ಆಮೇಲೆ ಪರಪ್ರಾಂತ, ನೆರೆಹೊರೆಯ ಪ್ರದೇಶ, ಪರರಾಷ್ಟ್ರ ಇವುಗಳಿಗೆ ಕ್ರಮವಾಗಿ ಪ್ರಾಧಾನ್ಯ ಕೊಡುತ್ತ ಹೋಗಬೇಕು. ಸನಾತನ ಧರ್ಮ, ಹಿಂದೂ ಸಂಸ್ಕೃತಿಯ ಸರಿಯಾಗಿ ಕಲ್ಪನೆ ಬರುವಹಾಗೆ ಧರ್ಮಗ್ರಂಥಗಳಿಂದ, ಸಂತರ ಜೀವನಚರಿತ್ರೆಗಳಿಂದ ವಿಷಯಗಳನ್ನೂ, ಪ್ರಸಂಗ ಗಳನ್ನೂ ಆಯ್ದುಕೊಳ್ಳಬೇಕು. ಬಾಲ್ಯದಲ್ಲಿ ಸ್ವದೇಶಾಭಿ ಮಾನ, ಸಾಭಿಮಾನ, ಶೌರ್ಯ, ತಾಳ್ಮೆ, ಪ್ರಾಮಾಣಿಕ ತನ, ಸಹಿಷ್ಣುತೆ, ಹಕ್ಕುಬಾಧ್ಯತೆಗಳು ಮೊದಲಾದುವುಗಳ ಸರಿಯಾದ ಕಲ್ಪನೆಯಾಗುವಹಾಗೆ ವಿಷಯಗಳ ಜೋಡಣೆ ಯಾಗಬೇಕು.

ಉದಾಹರಣೆಗೆಂದು ಕೊಡಬಹುದು: ಬಾನ್ಸಲಿಯಲ್ಲಿ ಮಕ್ಕಳ ಕಾರ್ಯಕ್ರಮಗಳಿಗೆ ಪ್ರಾಧಾನ್ಯ ಕೊಡಲಾಗಿದೆ. ‘ದುರ್ಗುಣಗಳ ಕತೆ’ ಎಂಬ ವಿಷಯದ ಪ್ರಸಾರವಾದ ರೇಡಿಯೋ ನಾಟಕವು ಉತ್ತಮ ಮಾದರಿಯ ನಿದರ್ಶನ ವೆಂದು ಹೇಳಬಹುದು.

ಸಾಂಸ್ಕೃತಿಕ ಚಟುವಟಿಕೆಗಳನ್ನು ಮಾಡುವಾಗ ಅದಕ್ಕೆ ಅನೇಕ ರೀತಿಯಿಂದ ವೆಚ್ಚ ತಗಲುತ್ತದೆ. ಇದಕ್ಕೆ ಖಾತೆಯವರು ನೆರವು ನೀಡುವುದು ಅವಶ್ಯ. ನಾಟಕ ಗಳನ್ನು ಆಡುವುದಕ್ಕಾಗಿ, ಚಟುವಟಿಕೆಗಳನ್ನು ಮಾಡಿಸು ವುದಕ್ಕಾಗಿ ಬಹಿರಂಗ ರಂಗಮಂಟಪದ ಏರ್ಪಾಡು ಕೂಡ ಅಷ್ಟೇ ಅವಶ್ಯ. ಸಲಕರಣೆಗಳನ್ನು ಪೂರೈಸುವುದಕ್ಕೆ ಉಪಾಯಗಳನ್ನು ಕೊಳ್ಳುವುದು ಯಶಸ್ವಿಗೆ ಮುಖ್ಯ ಕಾರಣ. ಆದ್ದರಿಂದ ಈ ದಿಶೆಯಲ್ಲಿ ಕೂಡ ಪ್ರಯತ್ನ ಗಳು ನಡೆಯಬೇಕು.

ಶಾಲೆಯಲ್ಲಿ ನಿಯಮಿತತನದಿಂದ ನಡೆಯಬೇಕಾದ ವಿಷಯಗಳ ಪಟ್ಟಿಯನ್ನು ಇಲ್ಲಿ ಕೊಡಲಾಗಿದೆ. ಇದಲ್ಲದೆ ಪಾಲಕರ ದಿನಾಚರಣೆ, ಶಾಲೆಯ ವಾರ್ಷಿಕ ಉತ್ಸವ, ಕ್ರೀಡಾ ಸಮ್ಮೇಳನಗಳಲ್ಲಿ ಜರುಗಿಸಬಹುದಾದ ವಿಷಯ ಗಳನ್ನೂ ಕೊಡಲಾಗಿದೆ. ಇವೆಲ್ಲ ಕೆಲವೊಂದು ಮಾದರಿ ಗಾಗಿ ವಿನಾ ಈ ವಿಷಯಪಟ್ಟಿ ಪರಿಪೂರ್ಣವಲ್ಲ.

ಪೌರಾಣಿಕ ಕಥೆಗಳು

೧. ಅಂಬರೀಷ

೨. ಸಾವಿತ್ರಿ

೩. ಉರ್ಮಿಳಾ

೪. ಉದ್ದಾಲಕ-ಅರುಣಿ

೫. ಯಕ್ಷ-ಧರ್ಮರಾಜನ ಸಂಭಾಷಣೆ

೬. ಕರ್ಣಾಶ್ವತ್ಥಾಮರ ವಾಗ್ವಾದ

೭. ಕಿರಾತಾರ್ಜುನ

೮. ಕರ್ಣ

೯. ಏಕಲವ್ಯ

೧೦. ಬಲಿಚಕ್ರವರ್ತಿ

೧೧. ದಿಲೀಪ ಮತ್ತು ಸಿಂಹದ ಸಂಭಾಷಣೆ

೧೨. ಹರಿಶ್ಚಂದ್ರ

೧೩. ಚಂದ್ರಸೇನಾ

೧೪. ನನ್ನ ಗೋಪಾಲ

೧೫. ವೀರ ಅಭಿಮನ್ಯು

೧೬. ಸೈರಂಧ್ರಿ

೧೭. ಪ್ರಹ್ಲಾದ

ರಾಜ ಯಕ್ಷಿಗಳು

೧. ಜನಕ

೨. ಅಶೋಕ

ದಂತ ಕಥೆಗಳು

೧. ಹಸನ್ ಗಂಗು ಬಹಮನಿ

ಕನ್ನಡ ನಾಡಿನ ಐತಿಹಾಸಿಕ ಪುರುಷರು

೧. ೨ನೇ ಪುಲಿಕೇಶಿ

೨. ಸಳ

೩. ಕುಮಾರ ರಾಮ

೪. ವಿದ್ಯಾರಣ್ಯ ಸ್ವಾಮಿಗಳು

೫. ಹಕ್ಕ-ಬುಕ್ಕರು

೬. ಕೃಷ್ಣದೇವರಾಯ

೭. ಎಚ್ಚಮನಾಯಕ

೮. ಮಹಮ್ಮದ್ ಅದಿಲ್‌ಷಹಾ

೯. ಕೆಳದಿಯ ವೆಂಕಪ್ಪನಾಯಕ

೧೦. ಬೆಳವಡಿ ಮಲ್ಲಮ್ಮ

೧೧. ಕೆಳದಿಯ ಚೆನ್ನಮ್ಮರಾಣಿ

೧೨. ಧೀರಳಾದ ಓಬಿ

೧೩. ನಿಜಗಲ್ಲಿನ ರಾಣಿ

೧೪. ಹೈದರ್ ಅಲಿ

೧೫. ಟೀವು ಸುಲ್ತಾನ್

೧೬. ದಿವಾನ್ ಪೂರ್ಣಯ್ಯ

೧೭. ಕಿತ್ತೂರಿನ ಚೆನ್ನಮ್ಮರಾಣಿ

೧೮. ನಾಲ್ವಡಿ ಕೃಷ್ಣ ರಾಜ ಒಡೆಯರವರು

೧೯. ಯದುಮಹಾರಾಜ

೨೦. ಸುರಪುರದ ವೆಂಕಟಪ್ಪನಾಯಕ

ಧರ್ಮ ಸಂಸ್ಥಾಪಕರು

೧. ಬುದ್ಧ

೨. ಏಸುಕ್ರಿಸ್ತ

೩. ಮಹಮ್ಮದ್ ಪೈಗಂಬರ್

೪. ಮಹಾವೀರ

೫. ಗುರುನಾನಕ್

೬. ಝರುತುಷ್ಟ

ಧರ್ಮಪ್ರವರ್ತಕರು

೧. ಶಂಕರಾಚಾರ್ಯ

೨. ರಾಮಾನುಜಾಚಾರ್ಯ

೩. ಮಧ್ವಾಚಾರ್ಯ

೪. ಬಸವೇಶ್ವರ

೫. ಅಕ್ಕಮಹಾದೇವಿ

೬. ಅಲ್ಲಮಪ್ರಭು

೭. ಶಾಂತಲಾ

ಕವಿಗಳು

೧. ನೈಪತುಂಗ

೨. ಕನ್ನಡ ಕವಿಕುಲಗುರು ಪಂಪ

೩. ಪುರಂದರದಾಸರು

೪. ಕನಕದಾಸರು

೫. ಹಂಪೆಯ ಹರಿಹರ

೬. ಕುಮಾರವ್ಯಾಸ

೭. ಲಕ್ಷ್ಮೀಶ

೮. ಸರ್ವಜ್ಞ

೯. ಸಂಜಿ ಹೊನ್ನಮ್ಮ

೧೦. ಹೆಳವನಕಟ್ಟೆ ಗಿರಿಯಮ್ಮ

೧೧. ಕಾಳಿದಾಸ

೧೨. ತುಳಸೀದಾಸ

೧೩. ಕಬೀರದಾಸ

ವಿನೋದ ಸಚಿವರು

೧. ತೆನ್ನಾಲಿ ರಾಮಕೃಷ್ಣ

೨. ಬೀರಬಲ್

೩. ಉತ್ತರಕುಮಾರ

ದೇವಾಲಯದ ಕಥೆಗಳು

೧. ಬೇಲೂರ ಚೆನ್ನಕೇಶವ ದೇವಾಲಯ

೨. ಸಂಗಮನಾಥನ ದೇವಾಲಯ

೨. ಶ್ರೀರಂಗದ ರಂಗನಾಥಮೂರ್ತಿಯ ಕಥೆ
೪. ಹಂಪೆಯ ವಿರೂಪಾಕ್ಷ
೫. ವಿಜಯ ವಿಠಲ
೬. ಗೋಕರ್ಣದ ಮಹಾಬಲೇಶ್ವರ
೭. ಬನವಾಸಿಯ ಮಧುಕೇಶ್ವರ
೮. ಕಲಬುರ್ಗಿಯ ಶರಣ ಬಸವೇಶ್ವರ
೯. ಧರ್ಮಸ್ಥಳ
೧೦. ಚಾಮುಂಡೇಶ್ವರಿ

ನಗರಗಳು

೧. ವಿಜಯನಗರ
೨. ವಿಜಾಪುರ
೩. ಬಾದಾಮಿ (ಐಹೊಳೆ, ಪಟ್ಟದಕಲ್ಲು ಶಿವಯೋಗ ಮಂದಿರ)
೪. ಬಸವಕಲ್ಯಾಣ
೫. ಇಟಗಿ-ಲಕ್ಕಂದಿ
೬. ಮಸ್ಕಿ
೭. ದೇವರಗುಡ್ಡ
೮. ಸವದತ್ತಿ
೯. ಗಾಣಗಾಪುರ

ಯುದ್ಧ ಭೂಮಿಗಳು

೧. ರಕ್ಕಸಗಿ-ತಂಗಡಗಿ
೨. ಉದಗೀರ
೩. ಆರ್ಕಾಟ್
೪. ಕಲಿಂಗ

ದುರ್ಗಗಳು

೧. ನರಗುಂದ
೨. ವೆನಗುಂಡೆ
೩. ವಿಜಾಪುರ
೪. ಬೀದರ
೫. ಗೋಳಕ್ಕೂಂಡ
೬. ರಾಯಚೂರ್
೭. ಮುಳಬೇಡ
೮. ಚಿತ್ರದುರ್ಗ
೯. ರೂನ್ಸಿ

ಶಿಲ್ಪಗಳು

೧. ಜಕಣಾಜಾಯ್

೨. ಮಲಿಕ ಅಂಬರ
೩. ಚಾವುಂಡರಾಯ

ಪರಪ್ರಾಂತದ ಕಥೆಗಳು

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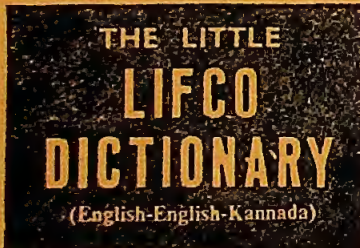
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